

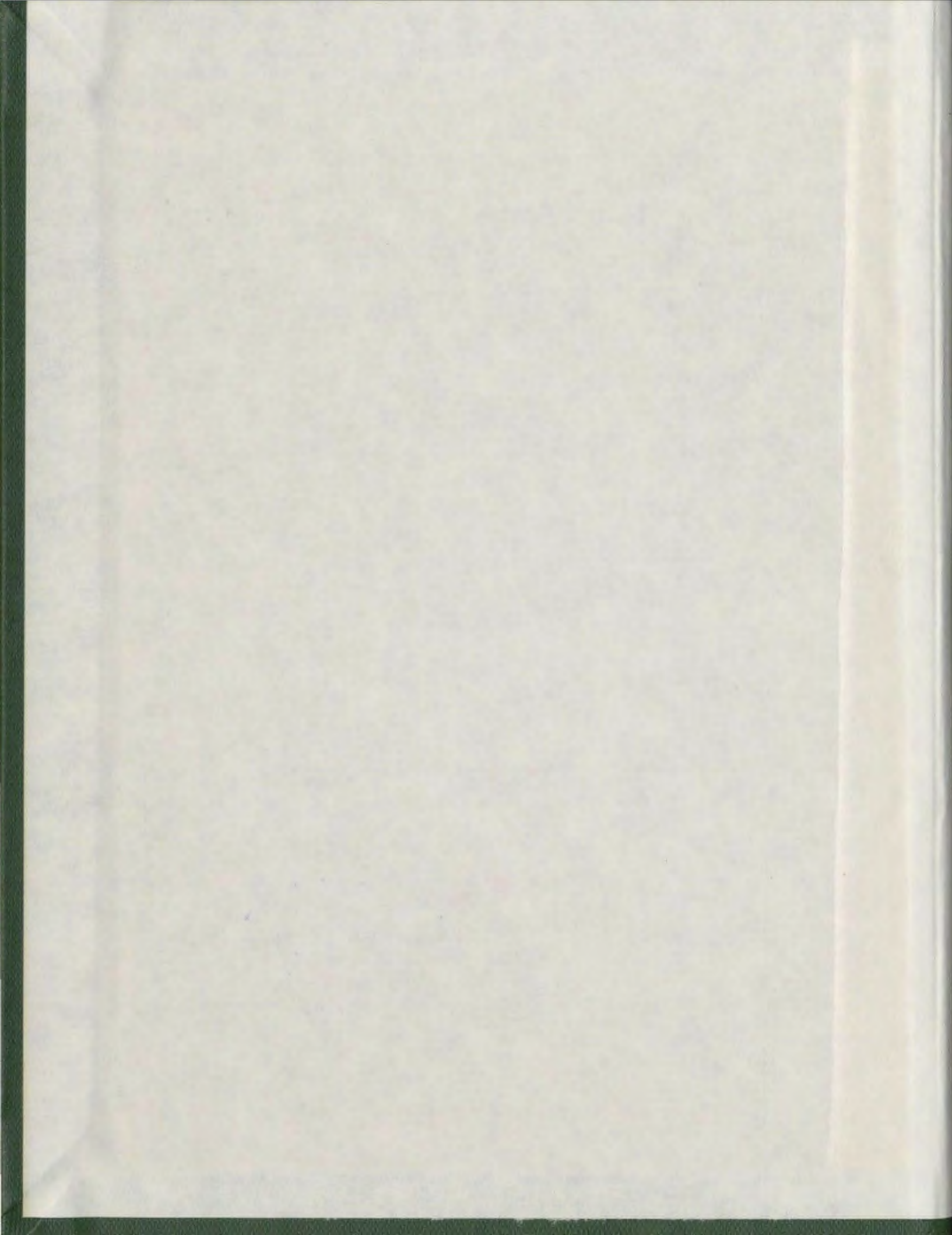
THE DEVELOPMENT OF
READING MATERIAL FOR
INNER-CITY ADOLESCENTS
WITH READING DIFFICULTIES

CENTRE FOR NEWFOUNDLAND STUDIES

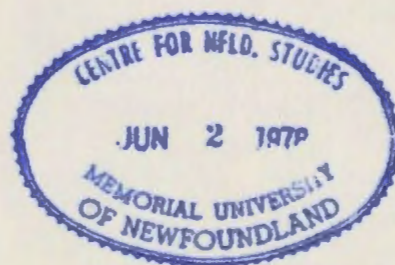
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THE DEVELOPMENT OF READING MATERIAL
FOR INNER-CITY ADOLESCENTS
WITH READING DIFFICULTIES

by
Keith Slater



Submitted in partial fulfillment
of the requirements for the degree of
Master of Education

Memorial University of Newfoundland
St. John's, Newfoundland
December, 1976

ABSTRACT /

The purpose of this project was to develop reading material suitable for use with Canadian "inner-city" children more than three years behind their expected reading level.

Four books and a questionnaire were developed and tested with ten selected students from a St. John's School.

The stories were designed for students twelve to fifteen years old. Linguistic and thematic relevance to the inner-city setting was a main consideration in design. The reading level of the material was grade three and the words were selected on the basis of straight phonetic structure. All the stories were designed so that they should make enjoyable reading for the subjects.

Results indicated that the design considerations of controlled phonetic structure, language, setting, thematic relevance and simple humour were successfully met. Thus the books provided enjoyment for the students and were positively received.

ACKNOWLEDGEMENTS

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SECTION I

INTRODUCTION

Background

Children living in the inner-city of large urban areas have been shown to have a high rate of reading failure and a pronounced disparity between grade age placement and actual grade reading levels (Bernstein, 1971; Deutsch, 1967; Whiteman, 1968). The Canadian child living in the inner-city environment learns a language code that is somewhat different from that of general society though quite suitable to the exigencies of his or her environment. The language of the inner-city child has been shown to be sufficiently broad and comprehensive to satisfy most of the social requirements of the culture (Bernstein, 1971; Deutsch, 1967; Whiteman, 1968). Most often a clash occurs when the child enters school with a vocabulary sufficient for his or her environment but not sufficient for the teachers, the textbooks, and for the school environment which requires a much broader frame of reference and experience (Deutsch, 1967). For many children failure is the general result, and attempts to mould the child's language to the school norm usually ends in failure (Shuy, 1968).

The complexity of language learning is such that the difficulty of changing the child's pattern is not worth the

inevitable delay it causes in learning to read (Shuy, 1968; Frost, 1966; Goodman, 1967). This position does not negate the need for the later development of an enriched code.

However, linguists have shown that most basic reading texts force a language pattern unrelated to normal use by children, and especially by inner-city children (Jewett & Gunderson, 1964).

Unrelated also to the inner-city child, beyond language use, are reading texts that are based on the assumption of a universal, middle class society with a necessarily broader contextual, experiential and environmental basis for the developing child. Bernstein (1971) has pointed to the wealth of communication, involvement and conceptual understanding which exists for the inner-city child in his natural setting. Other writers (Rexinger, 1968; Goodman, 1967; Huck, 1965) assert that reading materials should communicate to the child in a language he can understand and describe experiences and concepts within the scope of his or her reach and interests.

According to Robinson (1964), children learn readily when learning material is interesting and enjoyable. This is even more important for children whose reading abilities are considerably below the expected levels. As Jean LePere (1967) stated:

It is quite possible that adults have become so overly concerned with the mechanical processes of the skills of reading that they have forgotten to open the doors to the romance, pleasure and satisfaction that reading can bring to the individual (p. 243).

In this regard, it is indicated in various studies (Smith & Eno, 1961; Holcomb, 1958) that, given a choice, most students, male and female, advanced and retarded readers, prefer fictional material. Yet there remains a disparity between the reading material available and the actual needs of the child (Smith & Eno, 1961; Holcomb, 1958; Carlsen, 1959).

Considering the paucity of properly developed reading material (Goodman, 1967) and the drawbacks of being a lower class child in a middle class dominated and designated schooling system (Deutsch, 1967), the inner-city child is thus doubly handicapped. In addition the child has little chance to achieve the success so necessary for personal and academic advancement, and, as "the rich get rich and the poor get poorer", this is similarly the case in education (Deutsch, 1967). Martin Deutsch (1967) calls it the "cumulative deficit phenomenon."

In essence it means that the culturally advantaged, language-enriched middle-class child moves ahead in the system for which he or she is prepared and in which he or she is comfortable, while the lower class child falls behind. Increasing disparity between the groups becomes the pattern as the school years proceed.

Thus, we have at present many students in the inner-city schools of Canada, who, accustomed to frustration and failure from their first school year, exhibit great variations between grade age placement and actual grade levels of reading ability.

As linguistic research (Shuy, 1968; Frøst, 1966; Goodman, 1967) indicates tremendous difficulties in regard to the altering of a language code, and, as socio-economic and environmental conditions are not amenable to immediate change, it appears that the development of reading material for inner-city retarded readers should proceed within the environmental context of the child's culture. Various studies (LePere, 1967; Robinson, 1964; Holcomb, 1958) also indicate that such a development should stress enjoyment, should maximize the chance of reading success, and should be within the range of student interests and preferences.

With respect to the instructional design of reading material, the vast bulk of research (Chall, 1967; Diack, 1965; Mathews, 1966; Ketcham, 1964) tends to indicate that material incorporating a controlled phonetic structure is most likely to guarantee improvement and understanding for the child who is reading several years behind his expected level.

Strang (1964) and Smith (1974) have stressed the importance of relating the length of sentences and the length of story to the reading ability of the students to facilitate the successful completion of sentences and stories that would otherwise be too difficult to complete.

It is apparent, then, that there is a need for a supply of material of intrinsic interest to inner-city children with reading deficiencies, material that is commensurate with age interests, reading ability and environment.

SECTION II

THE PROBLEM

Background to the Problem

Much of the reading material currently supplied for use in special education classes and remedial reading groups is not commensurate with age interests, reading ability levels or environment. For example, the most commonly used text in these classes, the Open Highways series, edited by Stewart (1974), has several deficiencies.

In the opinion of the writer, these books are too long, environmentally irrelevant and poorly constructed. For example, one book in the series, Splendid Journey, has the following characteristics:

The book has 144 pages, which, in the opinion of the writer, is too long for a remedial reading text. Also it is an American publication and is written primarily for American children. Of the twenty-four stories and poems, thirteen are of a general nature (traditional, animal, etc.), eleven are of American life and culture, and one story, "Thunderbird Park", is related to a Canadian environment.

Visual relevance is also limited. There are six full-page colour photographs of which five portray aspects of American culture and one is of a general nature. Smaller

photographs and illustrations reflect the same ratio as the story and poem content.

The structure and development of the series is poor. In Splendid Journey no less than fourteen different authors have been acknowledged for contributions of stories or poems from other books. While such an anthology may be acceptable for advanced readers, for a backward reader it may be extremely difficult, especially when there is no evidence of controlled development. This lack of control is evident when a reading level analysis is carried out. The Fry Readability Scale (Fry, 1972) was applied to each major story and article in Splendid Journey. The results are listed in Table 1 (p. 7).

The reading levels are on a range from a low of Grade 1.2 to a high of Grade 5.7. To be of maximum educational value (if such wide discrepancies were to exist in reading levels) the stories should at least have been ranked in some order of difficulty. However, as the sequential listing in Table 1 shows, no such ordering occurs.

Another series of books designed for backward readers is the Manxman series, written by Edwards (1972). These books are superior to the Open Highways series (1974) in that they are all written by the one author, they are of small size and of generally thirty pages in length. A Fry Readability Scale analysis (Fry, 1972) was applied to each book in the series. The results are listed in Table 2 (p. 8).

TABLE 1

FRY READABILITY SCALE ANALYSIS
OF SPLENDID JOURNEY

Page		Reading Grade Level
8	Ida's Imagination	3.6
16	When You Read	3.0
20	The Wonderful Magic Shell	5.7
34	Thunderbird Park	5.2
40	Using the Glossary	5.3
42	A Story of Old Hawaii	2.1
52	Sammy Shows Off	2.9
62	Playtime Around the World	1.2
76	The Surprise	1.3
88	Tug-of-War	4.3
93	Herman the Hippo is Lost	2.7
96	Okefenokee Swamp	2.1
102	The Cat in the Hardware Store	1.9
112	The First Bowl	1.8
118	Stone Soup	1.10

TABLE 2
 FRY READABILITY SCALE ANALYSIS
 OF THE MANXMAN SERIES

Book		Reading Grade Level
1	The Old Bike	3.2
2	At the Flats	3.3
3	The Sidecar	3.5
4	The Scooter	3.6
5	The Chase	3.6
6	The Speedway	3.8

Table 2 shows that the reading levels of the Manxman Series progress gradually within one grade range.

For a Canadian child, however, the value of the series is limited as the intended reader is an English child living in a lower-class English environment. For example, in one book in the series, The Chase, the pictures depict an English environment and the following language is used:

- (a) Manxman (An English type scramble motorcycle)
- (b) scooter (A small motorcycle type rarely seen in Canada)
- (c) tyre (Usually spelt "tire" in Canada)
- (d) coppers (Policemen)
- (e) sidecar (Motorcycle sidecars. rarely seen in Canada)
- (f) petrol (Gasoline or "gas" in Canada)

- (g) "The Manxman went off like a bomb" (The expression "off like a bomb" is not commonly used in Canada)
- (h) "The car was going like the clappers" (In Canadian slang "clappers" refers to having venereal disease).

A critical appraisal of the currently available reading material having been made, one of three decisions was possible:

To adopt: if the instructional material meets the objectives specified.

To adapt: if the instructional material can be modified to meet the objectives specified.

To reject: if none of the instructional material meets the objectives specified.

(Thiagarajan, Semmel & Semmel, 1974)

It was decided, in the writer's opinion, that no presently available instructional material meets the objectives specified and that there was a need for new material to be developed.

Statement of the Problem

The problem set for the study is thus the development of reading material particularly suited to Canadian "inner-city" children more than three years behind their expected reading level.

The material should be environmentally and thematically

relevant. It should have controlled phonetic structure with consistent reading levels that are within the child's ability range. The material should be of a suitable size, reasonable length and should give enjoyment to the reader.

SECTION III

PLANNING

It was decided that the material would be developed in accordance with instructional development theory and with the use of a model of instructional development as a guide. The purpose of this procedure would be to enable the application of systematic planning to the design, development and evaluation of the instructional material.

Before the procedures are described, theories and models of instructional development are discussed in the following section.

Instructional Development Theory

Instructional theories differ in several important ways from learning theories. Experimental psychologists who are studying the learning process are primarily interested in describing processes within the subject which allow the subject to change his or her behaviour as a result of experience or interaction with the environment. The focus is on the learner and mechanisms within the learner. Instructional theories attempt to:

- (a) specify procedures for selecting stimulus materials for the learner;
- (b) specify procedures for producing and displaying materials and environmental situations which cause

the learner to interact in such a way that a specified change occurs in his behavior;

- (c) specify procedures for modifying the stimulus display so that the learner's behavior corresponds to the intended outcome of a particular interaction.

(Merrill, 1971; Braffett, 1976)

The focus of instructional development is thus on mechanisms and processes in a particular kind of environment, specifically one that is structured to bring about particular changes in student behaviour.

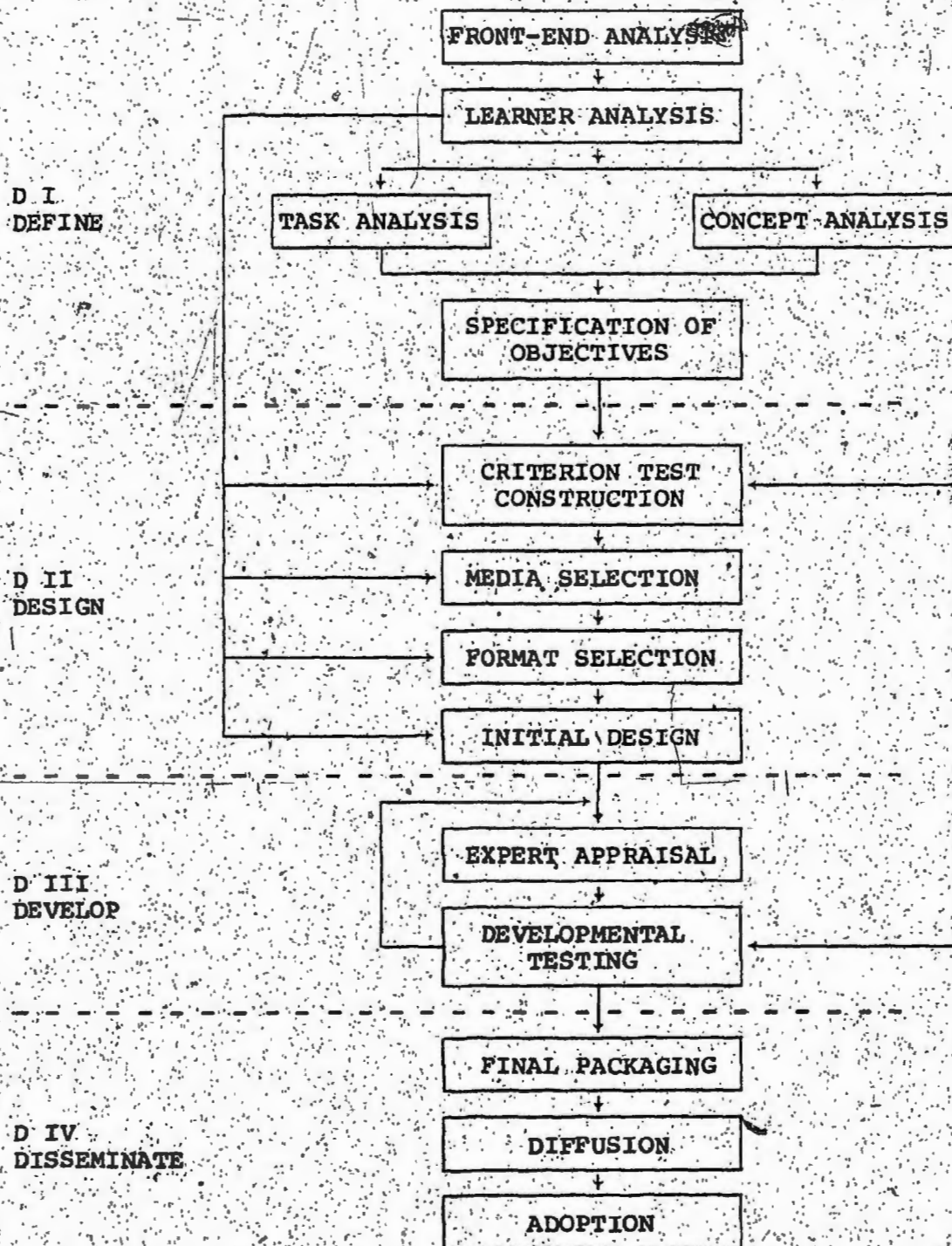
Learning psychologists most frequently ask questions dealing with necessary and essential conditions for learning while instructional psychologists most frequently ask questions dealing with conditions necessary to make learning maximally effective and efficient. (Merrill, 1971, p. 3).

A Model of Instructional Development

The development of the material was planned using an adaption of the 4-D model of instructional development designed by Thiagarajan, Semmel and Semmel (1974) at the Center for Innovation in Teaching the Handicapped at Indiana University. The 4-D model was chosen because of its comprehensive nature and because the model has been used successfully in designing other special education training materials (Braffett, 1976).

The 4-D model (Table 3) is composed of four stages of instructional development--define, design, develop and disseminate. The model can be described thus:

TABLE 3
THE 4-D MODEL
(Thiagarajan, Semmel & Semmel, 1974)



D I. Define

The purpose of this section is to stipulate and define instructional requirements. The first phase is mainly analytical. Through analysis, objectives and constraints are prescribed for the instructional material. The five steps in the definition stage are:

- (a) Front-end analysis. During this stage the possibilities of more elegant and efficient alternatives are considered. If not successful, a search for relevant instructional material already in circulation is conducted. If neither instructional alternatives are available, then the development of new instructional material is called for.
- (b) Learner analysis. This is the study of the subjects. Student characteristics relevant to the design and development of the instructional material such as age, educational background and environment, are identified.
- (c) Task analysis. This is the identifying of the major skill to be acquired by the subjects and analyzing it into a set of necessary and sufficient subskills. This analysis ensures comprehensive coverage of the task in the instructional material.
- (d) Concept analysis. This is the identifying of the major concepts to be taught, arranging them in hierarchies, and breaking down individual concepts into critical and irrelevant attributes. This analysis helps to

identify a rational set of examples and non-examples to be portrayed in protocol development.

- (e) Specification of objectives. This is the conversion of the results of task and concept analysis into behaviorally stated objectives. This set of objectives provides the basis for test construction and instructional design. Later, it is integrated into the instructional material for use by instructors.

D II. Design

The purpose of this section is to design prototype instructional material. This phase begins after the set of behavioral objectives for the instructional material has been established. The selection of media and format for the instructional material and the production of an initial package constitute the major aspects of the design stage. The four steps in the definition stage are:

- (a) Criterion test construction. This is the construction of a test to check the effectiveness of instructional material. During formative evaluation, the test enables the developer to locate sections of the material which need modification.
- (b) Media selection. Appropriate media is selected for presentation of the instructional package. This process involves matching the task and concept analyses, and dissemination plans with various attributes of

different media. The most appropriate medium or combination of media is finally selected.

- (c) Format selection. This is closely related to media selection. Instructional format refers to a combination of media, teaching strategies, and utilization techniques. The format may be scripted protocol, edited excerpts, minimum structure role plays, resource management, mastery-learning, self-instructional print, self-instructional multimedia, small group or computer-based.
- (d) Initial design. The essential instruction is presented through appropriate media and in a suitable sequence. It also involves structuring various learning activities such as reading a text, playing a role or practicing instructional requirements.

D. III. Develop

The purpose of this section is to modify the prototype instructional material. In the development stage, feedback is received through formative evaluation. The formative evaluation can be through expert appraisal, criterion testing, developmental testing and informal observation. Based upon this feedback the material is modified to improve its appropriateness, effectiveness, usability, and technical quality. The two steps in the development stage are:

- (a) Expert appraisal. This is one form of formative

evaluation. A number of experts are asked to evaluate the material from instructional and technical points of view. Both types of reviews are essential for the production of high quality instructional material. Each expert should be restricted to his own field.

- (b) Developmental testing. The material is tested with the subjects to locate sections for revision. Based upon the reactions, responses and comments of the subjects the instructional material and its processes may be modified. The material may be revised and retested until it works consistently and effectively.

D. IV. Disseminate

Instructional materials reach their final stage of development when testing yields consistent results and expert appraisal yields positive feedback. A final validation test and professional examination may be incorporated. Professional validation may be mandatory to facilitate widespread adoption of the material. The final three stages are:

- (a) Final packaging. A professional producer should be employed to design packaging and distribution techniques. Problems of legal clearances, copyright considerations, production standards and publicity require skills different to that of the developer and these aspects should be handled by professionals in the field.

(b) Diffusion. This is the process through which material becomes accepted and assimilated by an individual or group. The three basic functions of diffusion are dissemination, demonstration and facilitation of adoption. Dissemination involves spreading awareness among practitioners of the development and its general nature. Demonstration involves allowing practitioners the opportunity to inspect and assess the development in a practical situation similar to which it would be used in. Facilitation of adoption involves assisting the practitioners or group incorporate the development into the existing educational pattern.

(c) Adoption. Following adoption the developer must give consideration to adapting the material to specific needs, training personnel to use it and providing continuous evaluation of its effectiveness.

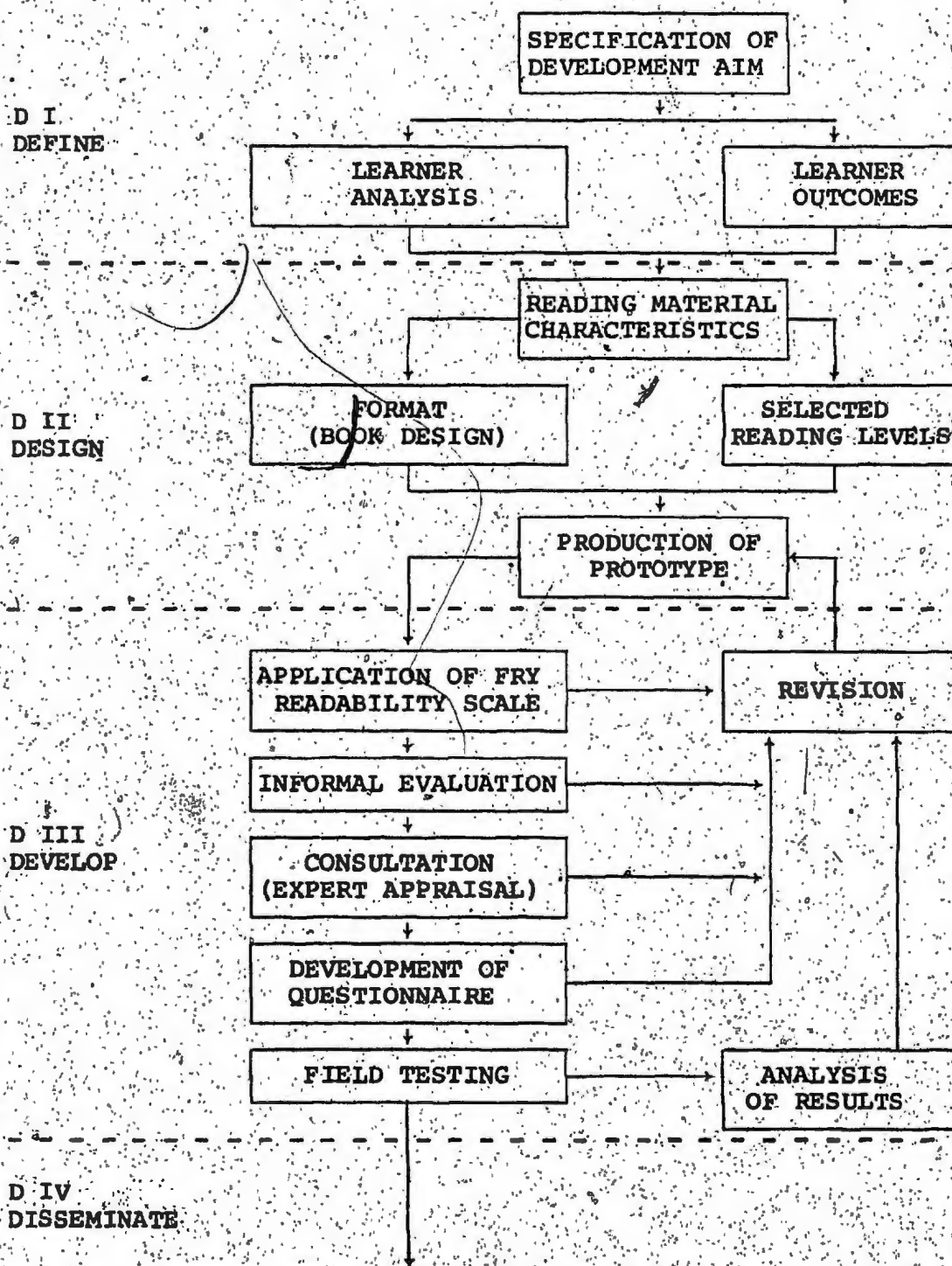
(Thiarajan, Semmel & Semmel, 1974)

It was decided it would be desirable to adapt the 4-D model to encompass the particular requirements and limitations of this development. The adapted model is displayed in Table 4. The stages of the development are applied in the following sequence.

Specification of Development Aim

It was decided to develop instructional reading material suitable for inner-city Canadian children with reading

TABLE 4
ADAPTION OF 4-D MODEL
(Thiaraajan, Semmel & Semmel, 1974)



deficiencies. The material would stress brevity, simplicity, enjoyment and environmental relevance, and be commensurate with reading ability and age interests. The material should be of suitable size, of reasonable length and should give enjoyment to the reader.

Learner Analysis

The learners for whom the material was to be developed were:

- (a) Children more than three years behind their expected reading level as designated by their school principal;
- (b) children aged from twelve to fifteen years old;
- (c) children living in, and attending school in, an inner-city environment in Canada.

With respect to the definition of an inner-city environment, the criteria employed by the Metropolitan Toronto School Board (1974) were accepted for the purposes of this study. They are:

- (1) Income--\$10,000 or less (taken from census data).
- (2) Level of Education--percentage of heads of households with below Grade 9 education (taken from census data).
- (3) Percentage of Unemployment--unemployment in the school district (taken from census data).
- (4) Population Density--overcrowding beyond Statistics Canada's acceptable level of 1.1 persons per room.
- (5) Pupil's Over-age--percentage of pupils one or more years over-age for grade level (from school survey).

- (6) Juvenile Delinquency--offences in each district (taken from Metro Toronto Police).
- (7) Welfare--number of welfare cases (from Department of Social and Family Services).
- (8) Housing--number of pupils from subsidized public housing (from school survey).

These criteria are accorded various weightings and a rank order of schools is created throughout the metropolitan area.

Learner Outcomes

It was expected that following use of the material the student would have:

- (a) found success in reading;
- (b) found enjoyment in reading;
- (c) been encouraged to read more.

Reading Material Characteristics

The content of the reading material was to have the following characteristics:

Enjoyment

It was considered essential that the material be enjoyable and be fun to read. The stories would be fictional adventure stories.

Relevance

All the stories would be set in a Canadian inner-city environment; for example, the locales used would be the streets, a pool room, a gas station and a supermarket. Themes of crime, drugs, hockey and crazy happenings would be used. The language of the children, such as "no way," "bug off," "fruit went all over," would be incorporated whenever suitable. The art work would depict characters identifiable with the inner-city Canadian setting.

Reading Structure

The stories would be phonetically structured. All short and long vowels, consonants, blends and digraphs would be used within the limitations of the chosen reading level. Words would be specifically chosen which were amenable to phonetic decoding by the student. Phonetic anomalies would be avoided as far as possible.

Reinforcement

Parts of speech and/or narrative would be repeated on the art page directly opposite the copy page where they would originate.

Use of Basal Words

Apart from the use of words common to the selected environments, all the basic colour words would be used as well as numbers in their word-forms, for example, twenty, thirty, forty, etc.

Reading Level

The material would be designed so that the level of difficulty increased from book to book within the grade three level of reading ability.

Book Design

The books would have the following design characteristics:

Description

The book size would be approximately 8½ inches wide by 4½ inches high--a rather small but non-frightening size. No book would exceed twenty pages in length and all books would be ringbound to ease handling by the children. Opposite each page of copy would be a full page of picture. The copy-lines on the picture page would repeat selected lines or quotations on the copy page for reading reinforcement.

Art Design

Black and white line drawings were to be used in all the books. The two main characters would be identified by hair style, one being shaded dark and the other left unshaded. Facial characteristics were not to be markedly detailed so as to leave rather "open" faces into which, it was hoped, the students could project themselves or their friends. Passages of speech on the art page would be enclosed in "word bubbles" in comic book style. The use of many pictures and word

bubbles were incorporated to make use of the child's familiarity and positive feeling toward the comic book and hopefully carry over this attitude toward the text series.

Evaluation Design

Fry Readability Scale

The Fry Readability Scale (Fry, 1972) would be applied to each book to ascertain grade levels and ranking of difficulty. The material would be revised if it did not meet the criteria specified.

Informal Evaluation

During the development of the material the copy would be read and discussed by two students who were representative of the proposed population. Art work would be treated similarly and material would be revised as required.

Consultation

During the development of the material the copy and art work would be studied and discussed with the writer's committee which is composed of two media development specialists, one reading specialist and one specialist in children's learning disabilities.

Field Testing

It was decided to conduct a field test in which students would read the books and answer a questionnaire on

each one. In addition the writer would observe unobtrusively the reactions of the students during the testing session. The questionnaire would be designed, as far as the limitations of the subjects allow, to ascertain if the instructional design objectives were being met and if aspects of the medium design were appropriate. Expert appraisal would be applied to the questionnaire design and revision would follow if required.

Analysis of Field Test Results

Responses, reactions and comments of the subjects recorded on the questionnaires and observed by the writer during testing sessions would be analysed. Revision and modification would follow if required.

Limitations of Evaluation

While cognitive development of the child following exposure to the material was expected, the difficulties inherent in accurately measuring such development over just four books, precluded any attempt in this direction.

Revision

At all stages of the development section formative evaluation would be applied and revision of the prototype development would be undertaken if required.

SECTION IV

DEVELOPMENT OF MATERIAL

In accordance with the projected plans four books were developed. The books were:

Sam Goes on a Trip

Sam and Fred at the Hockey Game

Sam and Fred and the Snowmobile

Sam and Fred and the Big Rig

Description of Stories

Sam and Fred at the Hockey Game (Appendix A)

Sam and Fred cannot afford to attend the hockey game and are outside the stadium when a lady's handbag is snatched by two small thieves. The lady's husband offers the boys two hockey tickets if they get it back. Sam and Fred chase the thieves, tangle with a policeman and a chestnut seller, return the handbag and end up in good seats at the hockey game.

Note: Following field testing an extra page depicting the bag stealing episode was added to the original draft (see Student's Comments and Suggested Improvements).

Sam Goes on a Trip (Appendix B)

Sam and Fred go to the pool room but each table is full. They are approached by a drug pusher from high school who,

against Fred's wishes, sells Sam some pills. At home Sam takes the pills and goes on a wild trip while Fred looks on helplessly. When Sam recovers the next day, they go back to the pool room where Sam catches up to the pusher.

Sam and Fred and the Snowmobile (Appendix C)

Sam and Fred buy an old snowmobile and sell gas at the gas station to pay for it. When they get it repaired, it goes out of control with the boys on the back and goes off down the road, eventually crashing into a supermarket. The market manager, a policeman and a little old lady enter the act as the runaway snowmobile wrecks the supermarket. Sam and Fred end up pumping gas again to pay for the damage.

Sam and Fred and the Big Rig (Appendix D)

Sam and Fred want to ride in a big trucking rig owned by a mean character on their street. Their overtures of friendship are turned down so the boys jump on the back of the truck for a free ride. However, the boys do not expect the rig to end up on the freeway. With the boys on the back, the truck crashes off the road and catches fire. Sam and Fred drag the driver from the burning cab and make a new friend.

Application of the Fry Readability Scale

As planned, the Fry Readability Scale (Fry, 1972) was applied to the four books and gave the following grading:

TABLE 5
FRY READABILITY SCALE ANALYSIS OF
SAM AND FRED SERIES

	Reading Grade Level
Sam and Fred at the Hockey Game	3.3
Sam Goes on a Trip	3.5
Sam and Fred and the Snowmobile	3.7
Sam and Fred and the Big Rig	3.9

All the books scored in the grade three level of reading ability and graded evenly in progressive difficulty.

Informal Evaluation

During the development the material was evaluated by two students, representative of the intended reading group. Aspects of the art work, language use and story lines were altered or amended where considered suitable.

Consultation

During the development the material was evaluated by members of the writer's committee and changes made when considered necessary. The art work was repeated several times until an acceptable quality was reached.

The original copies were typed in Selective Primary print as planned but two committee members considered this print type as demeaning to the students and the print was

subsequently changed to IBM Orator Ten.

One committee member suggested colouring the art work. An attempt was made but problems with colour seeping through the paper and spoiling the print on the reverse side, and, as well, the writer's lack of ability in this respect made it unsuccessful.

Development of Questionnaire (Appendix E)

A questionnaire was developed, as planned, to elicit student response to the material. The questionnaire was altered and adapted during this stage in response to committee members' suggestions.

Because of the limited reading ability of the subjects the questionnaire was designed as a relatively simple form of eight questions with space for comments and suggestions. The questions and the learner outcome or design theme they reflect are listed in Table 6 (p. 30).

Field Testing

The study was carried out during the summer school holidays in the homes of individual students in St. John's, Newfoundland. The students, eight boys and two girls, were considered representative of the intended learners (see pages 20 and 21) on the following basis:

TABLE 6
QUESTIONNAIRE DESIGN

Question	Learner Outcome or Design Theme
1. How do you rate the story?	Outcome (b) (found enjoyment)
2. How was the story to read?	Outcome (a) (found success)
3. Do you think the story was too long, too short, just right?	Length of story
4. Could this story happen in real life?	Thematic relativity
5. Do you know any boys like Sam and Fred?	Thematic relativity
6. Do you read comics?	Comic layout
7. Do you prefer big books or small books?	Size of book
8. Would you like to read more Sam and Fred books?	Outcome (c) (been encouraged to read more)

- (a) They were more than three years behind their expected reading level as designated by their school principal;
- (b) They were aged twelve to fifteen years old with an average age of thirteen years and two months;
- (c) They were children living in, and attending school in, an inner-city environment in Canada.

With respect to the latter, neither the City of St. John's, the Avalon Consolidated School Board nor the Roman

Catholic School Board has a classification of an inner-city environment as formulated by the Metropolitan Toronto School Board (see page 20). It is beyond the scope of this study to conduct the large scale research required to determine precisely the extent to which a particular school in St. John's would meet the criteria of the Metropolitan Toronto School Board (1974); however, as the writer has both lived and taught in an inner-city area in Toronto, it is his judgment that certain areas of St. John's could be termed as inner-city environments. The writer is of the opinion that if the Toronto criteria (page 20) were applied to the area in which the subjects live and attend school, the school would be classified as inner-city on the grounds of Income (1), Level of Education (2), Unemployment (3), Population Density (4), Juvenile Delinquency (6) and Welfare (7).

The books were presented in their order of difficulty: Sam and Fred at the Hockey Game, Sam Goes on a Trip, Sam and Fred and the Snowmobile; Sam and Fred and the Big Rig. The first book in the series was read by the student after which he was assisted in reading and interpreting the questionnaire. The writer recorded all responses. The same procedure was followed for the remaining books at the same session. Assistance in reading was given whenever required.

The writer made unobtrusive observations regarding the students' reactions to the material throughout the sessions.

The following results were recorded:

TABLE 7
QUESTIONNAIRE RESULTS

Question	Answer		
	Good	Average	Poor
1. How do you rate the story?			
Sam and Fred at the Hockey Game	8	2	0
Sam Goes on a Trip	8	2	0
Sam and Fred and the Snowmobile	9	1	0
Sam and Fred and the Big Rig	8	2	0
2. How was the story to read?	Hard	Average	Easy
Sam and Fred at the Hockey Game	1	6	3
Sam Goes on a Trip	3	6	1
Sam and Fred and the Snowmobile	5	5	0
Sam and Fred and the Big Rig	6	4	0
3. Do you think the story was: too long, too short, just right?	Too Long	Too Short	Just Right
Sam and Fred at the Hockey Game	0	0	10
Sam Goes on a Trip	0	0	10
Sam and Fred and the Snowmobile	0	0	10
Sam and Fred and the Big Rig	0	0	10
4. Could this story happen in real life?	No	Maybe	Yes
Sam and Fred at the Hockey Game	0	10	0
Sam Goes on a Trip	0	9	1
Sam and Fred and the Snowmobile	1	9	0
Sam and Fred and the Big Rig	0	10	0
5. Do you know any boys like Sam and Fred?	None	Some	Lots
Sam and Fred at the Hockey Game	0	10	0
Sam Goes on a Trip	0	10	0
Sam and Fred and the Snowmobile	0	10	0
Sam and Fred and the Big Rig	0	10	0

TABLE 7 (CONTINUED)

Question	Answer	
	Yes	No
6. Do you read comics?		
Sam and Fred at the Hockey Game	10	0
Sam Goes on a Trip	10	0
Sam and Fred and the Snowmobile	10	0
Sam and Fred and the Big Rig	10	0
7. Do you prefer big books or small books?	Big	Small
Sam and Fred at the Hockey Game	0	10
Sam Goes on a Trip	0	10
Sam and Fred and the Snowmobile	0	10
Sam and Fred and the Big Rig	0	10
8. Would you like to read more Sam and Fred Books?	Yes	No
Sam and Fred at the Hockey Game	10	0
Sam Goes on a Trip	10	0
Sam and Fred and the Snowmobile	10	0
Sam and Fred and the Big Rig	10	0

Students' Comments and Suggested Improvements

Comments were solicited by the writer and these were favourable to the stories. The humorous sequences--the old lady on the snowmobile, Sam losing his pants and Sam chasing the drug pusher--were frequently mentioned. The most common comment was that the stories were fun. Two students thought the snowmobile story was somewhat unreal and could not really happen. One student (the oldest) expressed a preference for the stories Sam and Fred and the Big Rig and Sam Goes on a Trip as these had more suspense than the others. One student suggested that in the story Sam and Fred at the Hockey Game, the actual stealing of the lady's handbag should have been the subject of a picture. When questioned regarding a choice of black and white pictures versus coloured ones, the students generally preferred colour.

Analysis of Results

Question 1, "How do you rate the story?" (Learner Outcome (b) found enjoyment in reading) was answered with a high percentage of respondents preferring "good", the remaining percentage preferring "average", and no respondents preferring "poor".

Question 2, "How was the story to read?" (Learner Outcome (a) found success in reading) was answered by

respondents in such a manner as to show that the planned progression in reading difficulty through the series was correctly designed. The scores indicate that the students found success in their reading of the series although the reading levels still supplied a substantial challenge to the readers.

Question 3, "Do you think the story was: too long, too short, just right?" (length of the story) was answered by all respondents that the length of the story was "just right".

Question 4, "Could this story happen in real life?" (thematic relativity) was answered with most respondents preferring "maybe" over "yes" or "no". The response indicated that the aim for thematic relativity in this regard had been met.

Question 5, "Do you know any boys like Sam and Fred?" (thematic relativity) was answered with all respondents answering "some" over "non" and "lots". The response indicated that the aim for thematic relativity in this regard had been met.

Question 6, "Do you read comics?" (comic layout) was answered "yes" by all respondents. The affinity toward comics and the success of the students in reading the material, indicated that the design plan to use comic methodology in the book design, was useful.

Question 7, "Do you prefer big books or small books?" (book size) was answered "small" by all respondents. The preference for small books indicates that the design plan of a small book size was a good one.

Question 8, "Would you like to read more Sam and Fred books?" (Learner Outcome (c) been encouraged to read more) was answered "yes" by all respondents. This would indicate that this planned outcome had been successfully met.

Unobtrusive Measures

The writer observed during the testing of the books that many students were successful in using their phonetic knowledge to attack the words. Students also were pleased when larger words broke down easily. The phonetic structure and the care taken in the selection of words appeared to be rewarded here.

The students appeared calm and untroubled by the books and were not apprehensive about working through them.

Most students broke into spontaneous laughter while reading the books and needed little encouragement to take up the next one although some were tiring after two books.

By the time students were reading the third and fourth books in the series some were showing signs of tiredness. This may have affected the responses to Question 2

(difficulty of reading material), the results of which supported the graduations of reading difficulty between the books. Some measure of the increased difficulty may have been caused by student tiredness.

Summary of Field Testing

The field testing was carried out as planned. As recommended in "Students' Comments and Suggested Improvements," a picture of the handbag stealing episode was subsequently incorporated in Sam and Fred at the Hockey Game. Apart from this no substantive changes were required. The questionnaire functioned according to plan and furnished the pertinent data required.

SECTION V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The student response to the material was most satisfying and somewhat beyond expectations. It was particularly satisfying during the testing sessions to observe children laughing while reading the books.

The use of a systems approach to the development appeared most successful as the model of instructional development gave direction and control at every stage of the study.

The design themes of controlled phonetic structure, language and thematic relativity, the small book comic style approach and the use of simple humour appear to have been most appropriate.

Recommendations

(i) In the adapted model of instructional development (Table 4) the D IV dissemination stages of final packaging, diffusion and adoption were not included as it was not the intention of the writer, at this stage, to pursue commercial production. However, as the four books were so well received, the writer recommends that the series be expanded to, say, ten books and the possibility of commercial production

be investigated.

(ii) As noted in Limitations of Evaluation (page 25) research into cognitive development of the students was not considered appropriate because of the small number of books. It is recommended, with expansion of the series, that a study of cognitive development be undertaken.

(iii) This project was limited to preparation of the instructional material in the print medium. It may be useful to investigate if materials with similar content, in one or more audio-visual formats, would be at least equally effective.

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APPENDIX A
STUDENT QUESTIONNAIRE

QUESTIONNAIRESAM AND FRED READING SERIES, BOOK

PLACE A TICK AFTER EACH QUESTION FOR THE ANSWER YOU PREFER.

- (1) HOW DO YOU RATE THIS STORY ? GOOD () AVERAGE () POOR ()
- (2) HOW WAS THE STORY TO READ ? HARD () AVERAGE () EASY ()
- (3) DO YOU THINK THE STORY WAS: TOO LONG () TOO SHORT () JUST RIGHT ()
- (4) COULD THIS STORY HAPPEN IN REAL LIFE ? NO () MAYBE () YES ()
- (5) DO YOU KNOW ANY BOYS LIKE SAM AND FRED ? NONE () SOME () LOTS ()
- (6) DO YOU READ COMICS ? YES () NO ()
- (7) DO YOU PREFER BIG BOOKS OR SMALL BOOKS ? BIG () SMALL ()
- (8) WOULD YOU LIKE TO READ MORE SAM AND FRED BOOKS ? YES () NO ()
-

ANY COMMENTS YOU WOULD LIKE TO MAKE ABOUT THIS BOOK

NAME _____

AGE _____

APPENDIX B

SAM AND FRED AT THE HOCKEY GAME

SAM AND FRED AT THE HOCKEY GAME.

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SAM AND FRED STOOD ON THE STREET AT THE HOCKEY ARENA.
THEY CAME TO SEE THE HOCKEY GAME,
BUT SAM AND FRED HAD NO TICKETS.



WE HAVE NO TICKETS.



ALL THE GUYS IN THE LINE-UP HAD TICKETS.

ALL THE GUYS IN THE LINE-UP HAD GIRLS.

SAM AND FRED HAD NO TICKETS, NO GIRLS, AND ONLY
FIFTY CENTS.

SAM AND FRED FELT LIKE BUMS.

GATE 4



I FEEL LIKE A BUM.



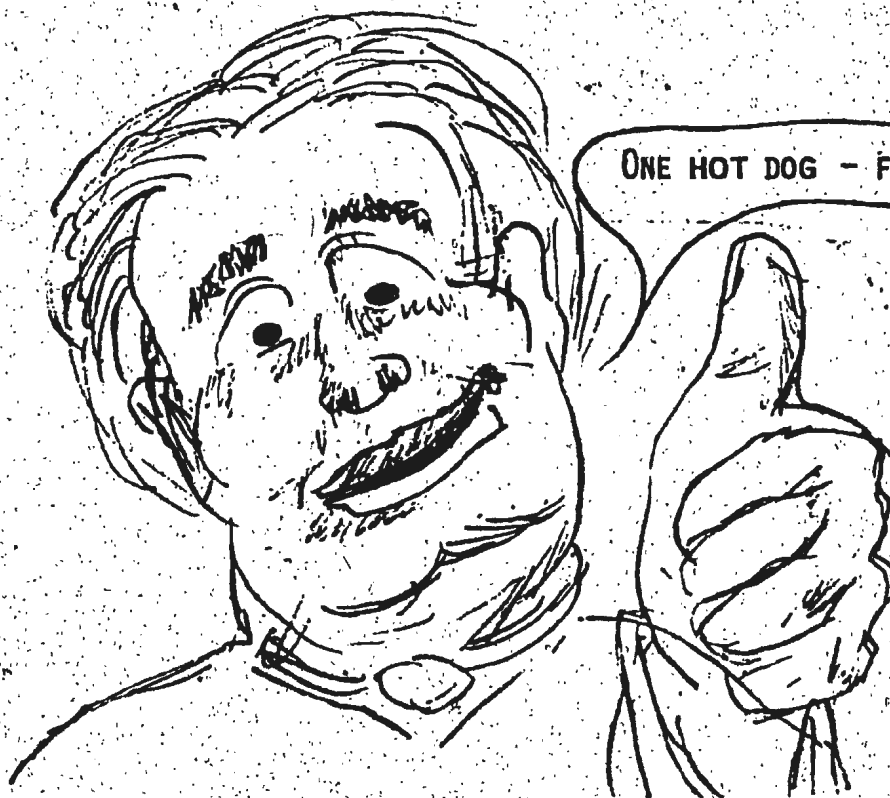
"WE ARE JUST BUMS," SAID SAM.

"LET'S GO GET A HOT DOG," SAID FRED.

SO SAM AND FRED WENT TO GET A HOT DOG.

SAM AND FRED WENT TO BILL'S SNACK BAR.

THEY SPENT FIFTY CENTS AND GOT ONE HOT DOG.



"NOW WE HAVE TO CUT IT IN TWO BITS," SAID FRED.

"NO, I HAVE A GOOD IDEA," SAID SAM, "YOU HAVE THE BUN AND I'LL HAVE THE DOG."

"NO WAY," SAID FRED.

SO THEY CUT THE HOT DOG IN TWO BITS.



YOU HAVE THE BUN AND
I'LL HAVE THE DOG.



FROM THE STREET THERE WAS SOME YELLING.

SAM AND FRED SAW TWO LITTLE PUNKS GRAB A BAG FROM
A FAT LADY.

THE LITTLE PUNKS RAN OFF DOWN THE STREET.

A MAN RAN UP TO SAM AND FRED.

"GET THAT BAG BACK AND YOU GET TWO FREE HOCKEY
TICKETS."

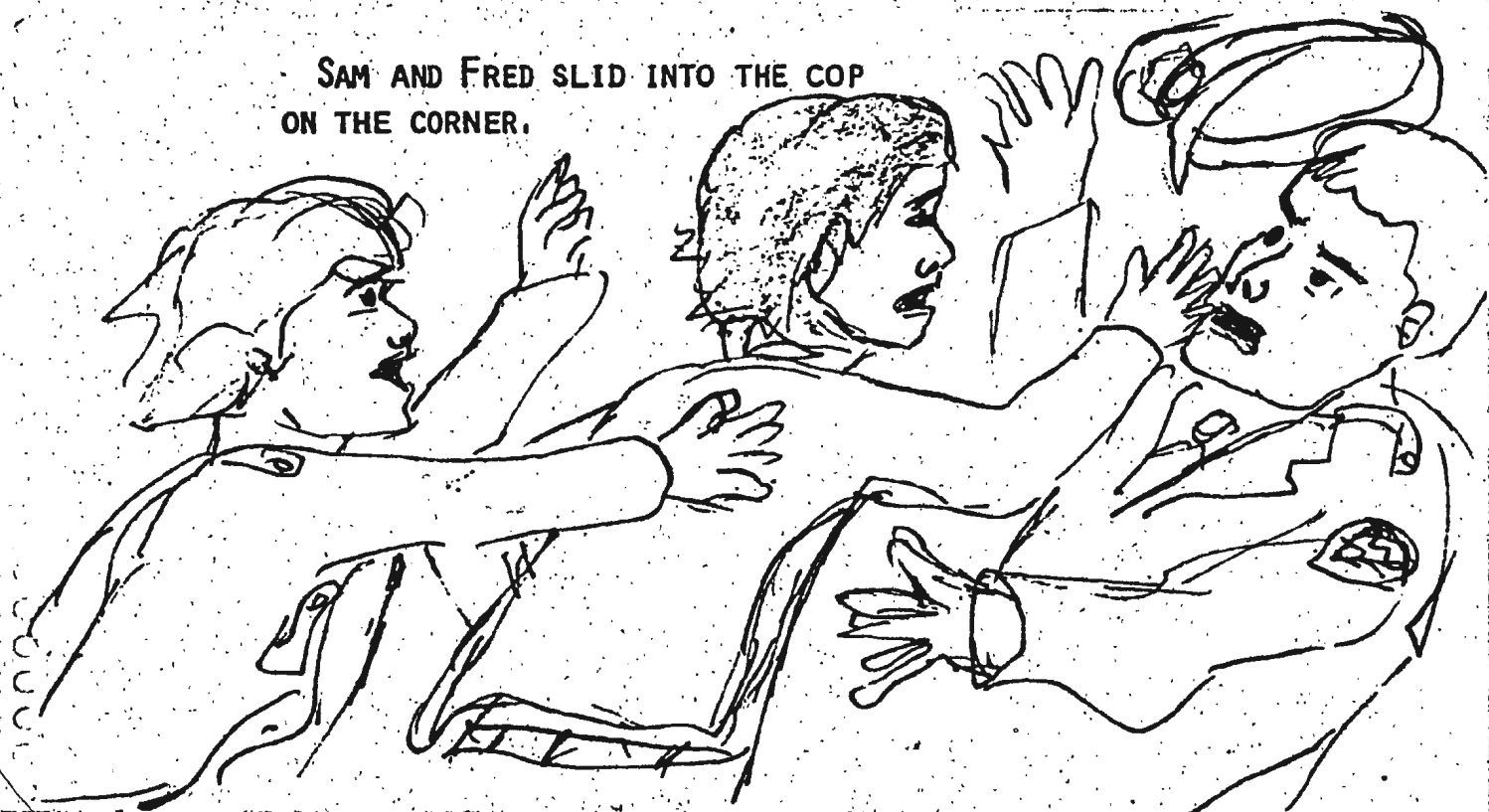


TWO LITTLE PUNKS
STOLE A BAG FROM
A FAT LADY,



SAM AND FRED TOOK OFF LIKE TWO HOT DOGS.
ZIP, ZAP, THEY RAN AFTER THE LITTLE PUNKS.
THERE WAS LOTS OF SNOW AND ICE.
SLIP. BLAM. SAM AND FRED BOTH SLID,
SAM AND FRED SLID INTO THE COP STANDING ON THE
CORNER.

SAM AND FRED SLID INTO THE COP
ON THE CORNER.



THE COP'S HAT FLEW OFF AND SAM AND FRED AND THE COP
FELL IN THE SNOW.

THE COP'S HAT FELL ON FRED.

"SORRY SIR," SAID SAM.

"SORRY SIR," SAID FRED, "WE ARE AFTER TWO LITTLE PUNKS
WHO TOOK A BAG OFF A LADY."

"O.K." SAID THE COP, "LET'S GO."



THE LITTLE PUNKS WERE A LONG WAY AWAY.

SAM AND FRED AND THE COP TOOK OFF AFTER THEM.

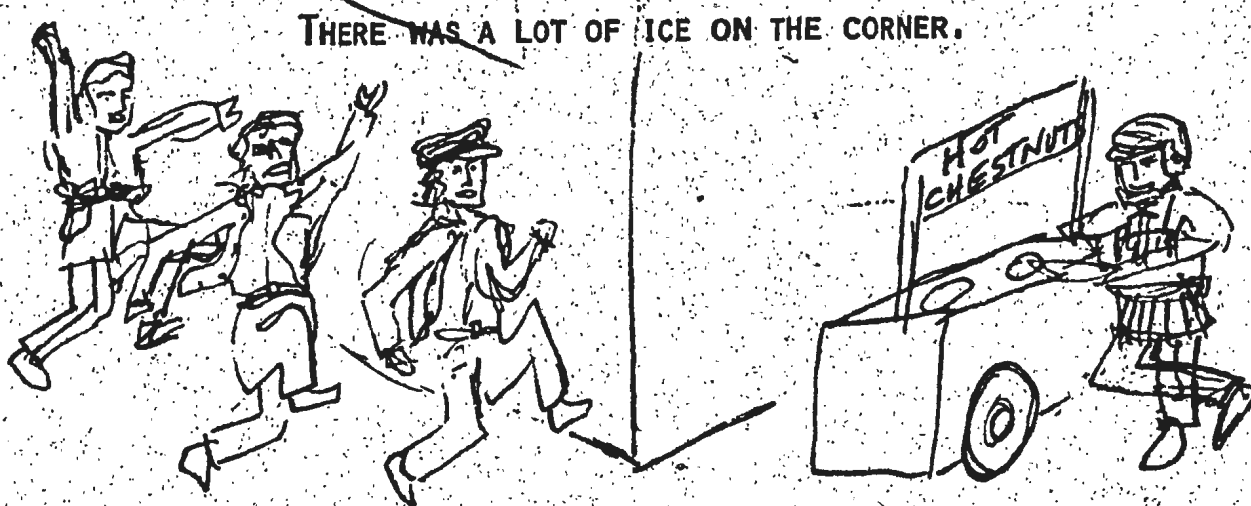
"GIVE ME THAT BAG," YELLED FRED.

"GIVE ME THAT BAG," YELLED SAM.

"GIVE ME MY HAT," YELLED THE COP.



AT THE NEXT CORNER A MAN HAD A CHESTNUT STAND.
HE WAS COOKING CHESTNUTS ON A HOT STOVE.
THE LITTLE PUNKS WITH THE BAG RAN BY.
SAM AND FRED AND THE COP DID NOT SEE THE CHESTNUT
MAN OR THE CHESTNUT STAND.
THERE WAS A LOT OF ICE ON THE CORNER

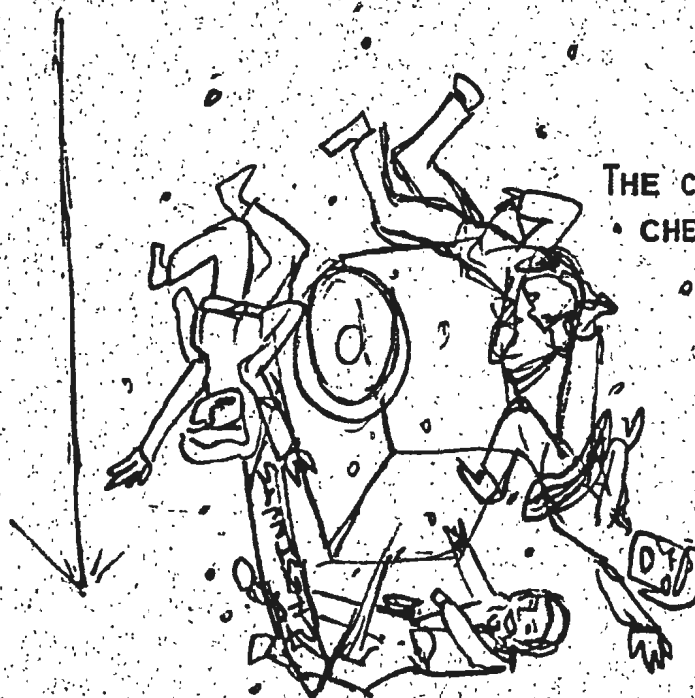


CRASH, SMASH, WHAT A MESS.

SAM WENT CRASH INTO THE CHESTNUT MAN AND THE
CHESTNUT STAND.

FRED WENT CRASH INTO SAM AND THE CHESTNUT MAN AND
THE CHESTNUT STAND.

THE COP WENT CRASH INTO FRED AND SAM AND THE CHESTNUT
MAN AND THE CHESTNUT STAND.



THE COP WENT CRASH INTO THE
• CHESTNUT MAN AND THE
• CHESTNUT STAND.

HOT CHESTNUTS WENT DOWN FRED'S NECK..... YOW.

HOT CHESTNUTS WENT DOWN SAM'S BOOTS YOW.

HOT CHESTNUTS WENT DOWN THE COP'S PANTS..... YOW.

THE CHESTNUT MAN WAS ANGRY AND WENT FOR SAM AND FRED
WITH A BIG STICK.

"I WILL GET YOU FOR THIS," HE YELLED.



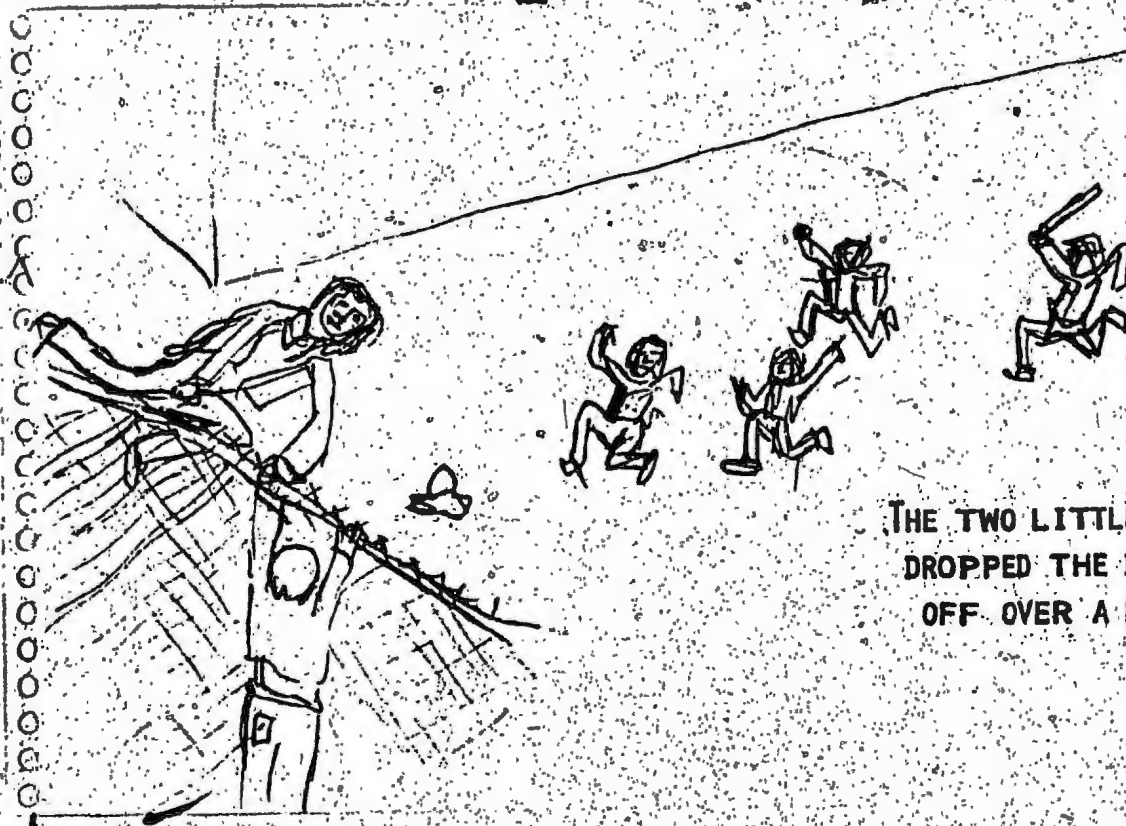
SO THE CHASE WENT ON FOR THREE MORE BLOCKS.

SAM AND FRED RAN AFTER THE LITTLE PUNKS.

THE COP RAN AFTER SAM AND FRED.

THE CHESTNUT MAN RAN AFTER THEM ALL WITH A BIG STICK.

AT LAST THE TWO LITTLE PUNKS DROPPED THE BAG AND
TOOK OFF OVER A FENCE.



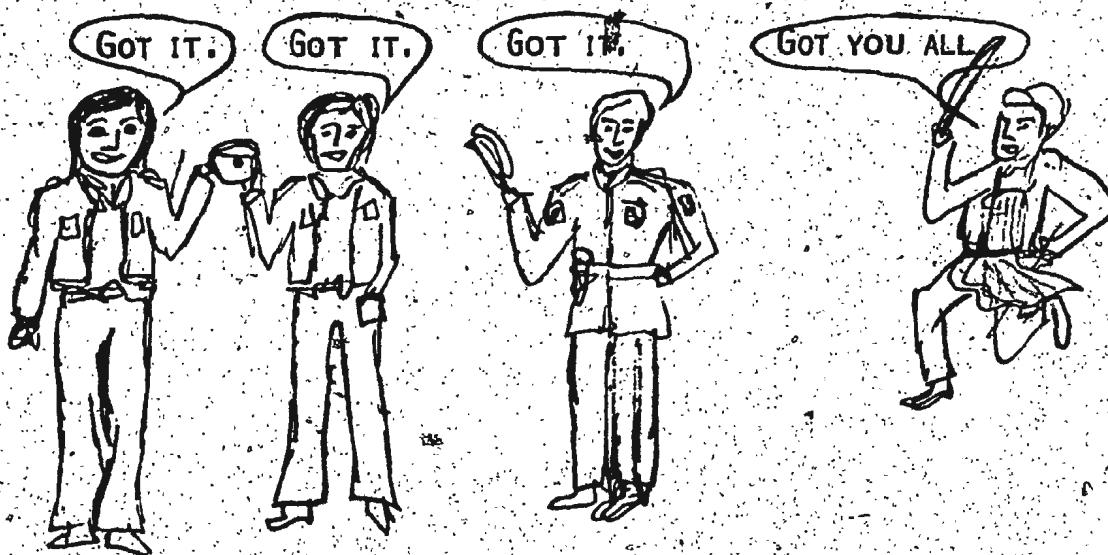
THE TWO LITTLE PUNKS
DROPPED THE BAG AND TOOK
OFF OVER A FENCE.

"GOT IT," SAID SAM, HOLDING UP THE BAG.

"GOT IT," SAID FRED, HOLDING UP THE BAG.

"GOT IT," SAID THE COP, AS HE TOOK HIS HAT OFF FRED.

"GOT YOU ALL," SAID THE CHESTNUT MAN AS HE RAN UP
WITH HIS BIG STICK.



"NOW COOL IT," SAID THE COP TO THE CHESTNUT MAN. "I'M SORRY
I RAN INTO YOUR STAND."

"I'M SORRY TOO," SAID FRED.

"AND ME TOO," SAID SAM.

"O.K. THEN," SAID THE CHESTNUT MAN.

HE DROPPED HIS STICK AND LEFT BUT HE WAS STILL MAD.



NOW COOL IT. I'M SORRY
I RAN INTO YOUR STAND.



BACK AT THE HOCKEY ARENA SAM AND FRED GAVE THE MAN THE BAG BACK.

THE MAN GAVE SAM AND FRED TWO TICKETS TO THE RED SEATS.

"YIPPEE," SAID FRED.

"YIPPEE," SAID SAM.

THE FAT LADY WAS VERY HAPPY TOO.

"LET ME GIVE YOU TWO A BIG KISS," SHE SAID.

"NO WAY," SAID SAM AND FRED AT THE SAME TIME.



SAM AND FRED TOOK OFF WITH THE TICKETS AND RAN INTO
THE ARENA.

THEY SAT IN THE TWO RED SEATS.

THE SEATS WERE VERY CLOSE TO THE ICE.

FRED AND SAM WERE HAPPY GUYS.

THE GAME WAS SET TO GO - THE BELL RANG - THE MAN DROPPED
THE PUCK - FACE OFF.

FRED AND SAM WERE HAPPY GUYS.



APPENDIX C

SAM GOES ON A TRIP

SAM GOES ON A TRIP.

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FRED AND SAM WERE BORED.

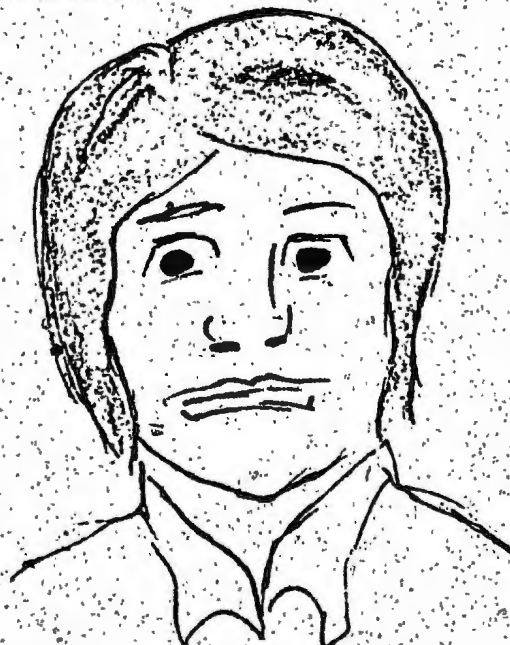
LIFE WAS A DRAG.

SCHOOL WAS A DRAG.

T.V. WAS A DRAG.

IT WAS WINTER - SNOW AND ICE AND COLD.

FRED AND SAM WERE BORED.



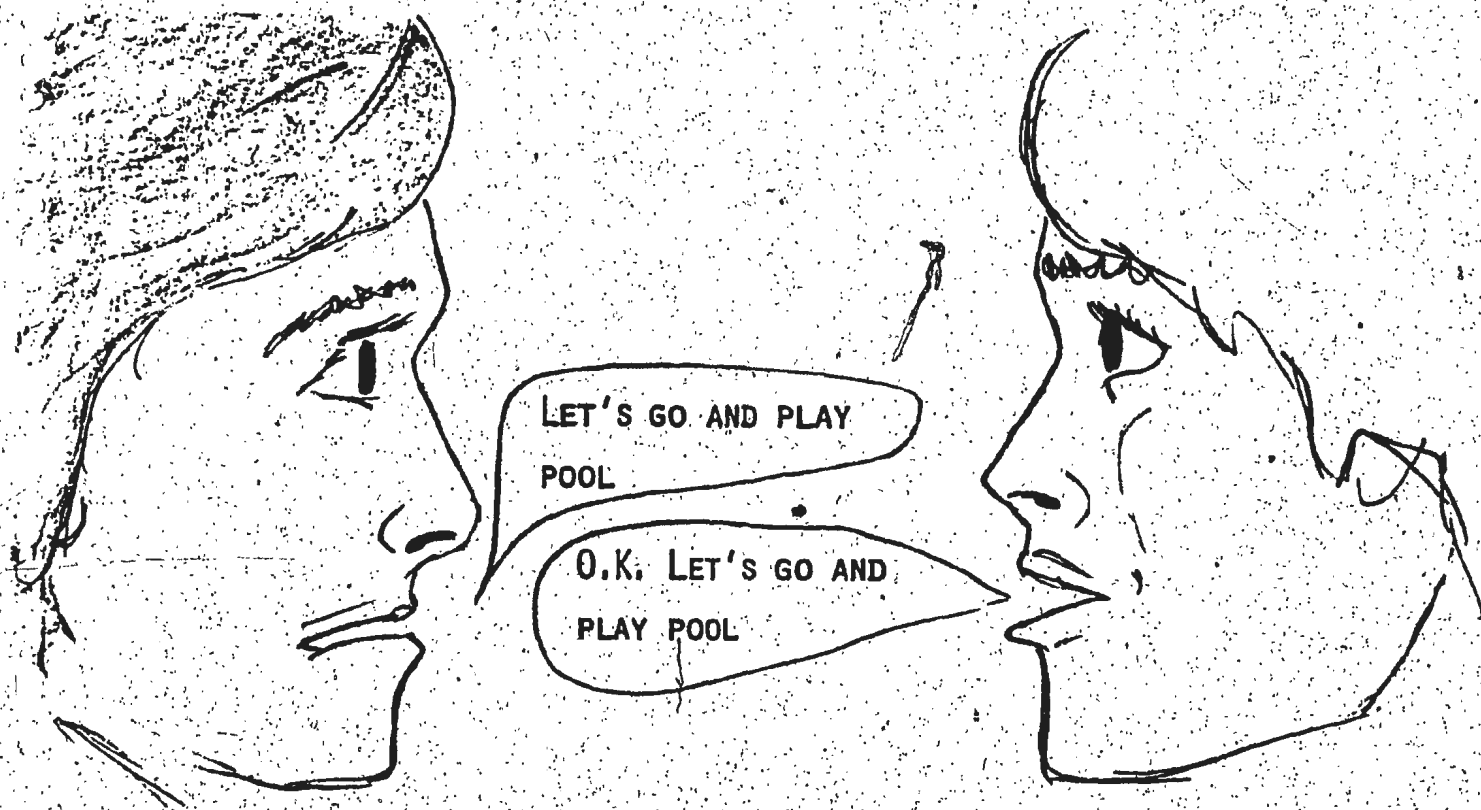
"LET'S GO TO A MOVIE," SAID FRED.

"NO WAY," SAID SAM. "I'M SICK OF THE MOVIES AND THEY
COST TOO MUCH."

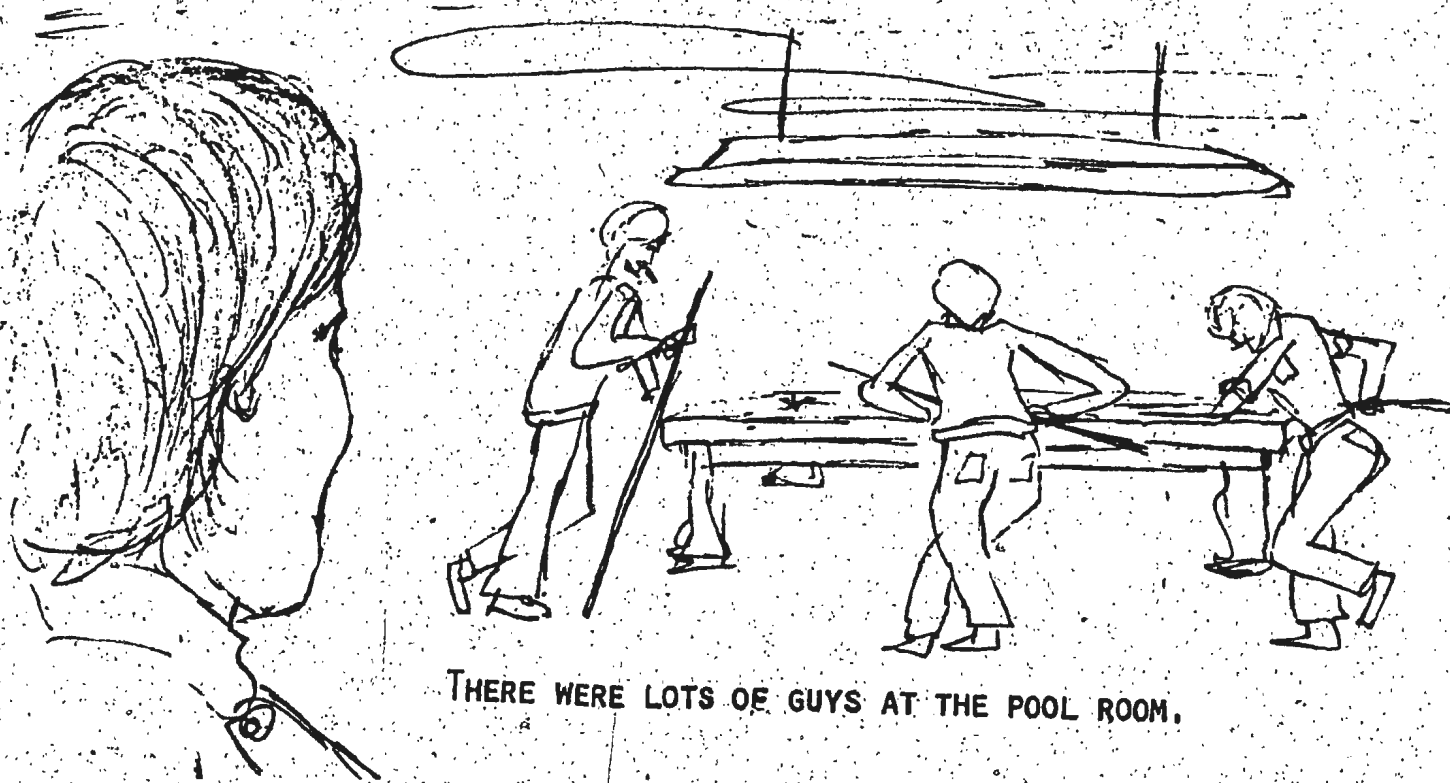
"WELL I'M SICK OF HANGING ROUND HERE THEN," SAID FRED.

"LET'S GO AND PLAY POOL," SAID SAM.

"O.K. LET'S GO AND PLAY POOL," SAID FRED.



THERE WERE LOTS OF GUYS AT THE POOL ROOM.
IT WAS FILLED WITH GUYS AND FILLED WITH SMOKE.
ALL THE TABLES WERE IN USE.
SAM AND FRED HAD TO WAIT FOR A TABLE.
THEY HAD TO SIT FOR A LONG TIME.
"THIS IS A DRAG," SAID FRED.
"SURE IS," SAID SAM.



THERE WERE LOTS OF GUYS AT THE POOL ROOM.

JUST THEN THIS GUY SAT BESIDE THEM.

HE WAS ROSCO WHITE.

ROSCO WHITE WAS A PUSHER FROM HIGH SCHOOL.

THE BOYS DIDN'T KNOW ROSCO TOO WELL AS SAM AND FRED

LAID OFF THE DRUGS.

"HI GUYS," SAID ROSCO.

"HI ROSCO," SAID FRED.

"HI ROSCO," SAID SAM.

ROSCO WHITE WAS A PUSHER FROM HIGH SCHOOL.



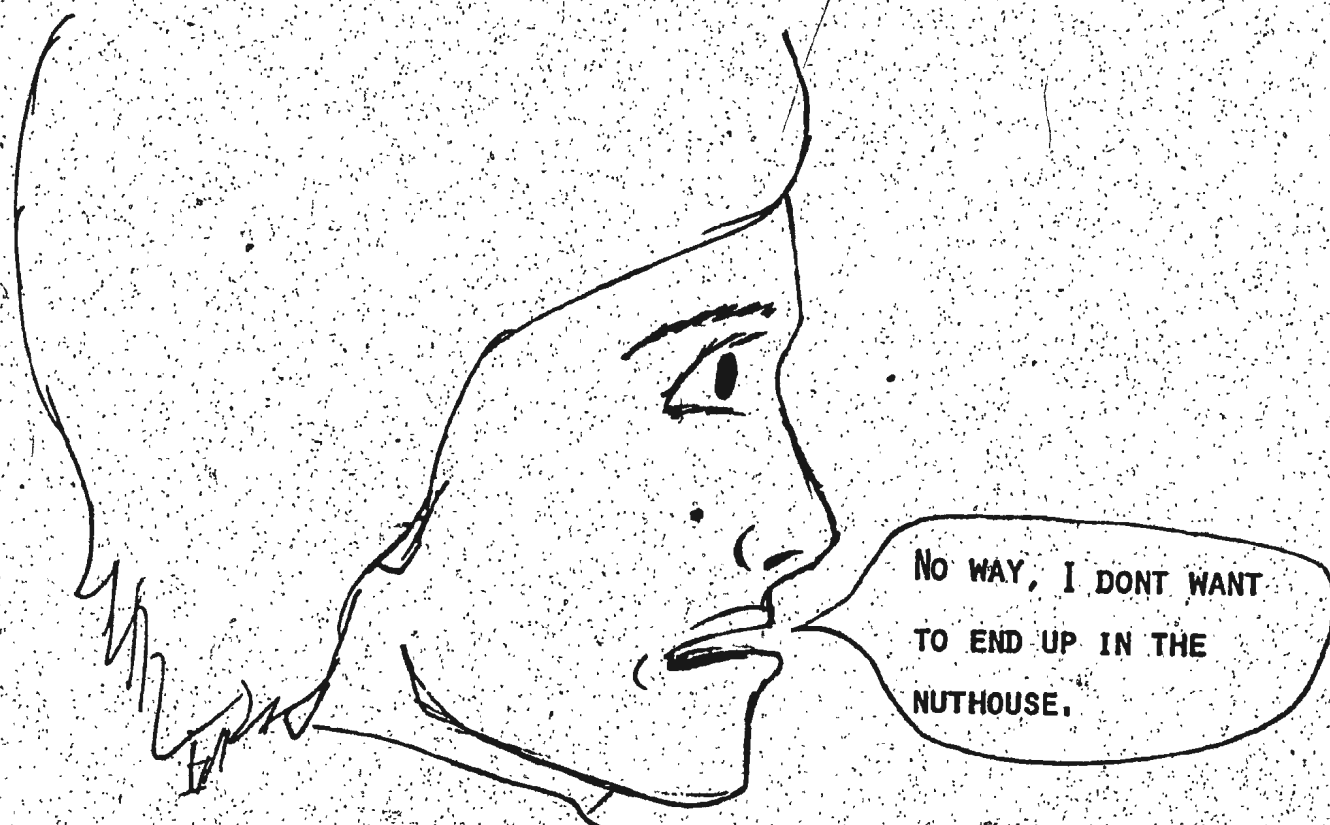
"TABLES ARE FULL," SAID ROSCO.

"YES, IT'S A DRAG," SAID FRED.

"I'VE GOT SOME GOODIES THAT WILL MAKE YOU FEEL BETTER," SAID ROSCO.

"NO WAY," SAID FRED, "I DONT WANT TO END UP IN THE NUTHOUSE."

"NOT WITH THESE," SAID ROSCO, "YOU JUST GO ON A NICE TRIP."



"LET ME SEE THEM," SAID SAM.

ROSCO GOT OUT SOME LITTLE RED PILLS.

"THESE ARE WILD," SAID ROSCO, "GIVE YOU TEN FOR TWO DOLLARS."

SAM GAVE HIM TWO DOLLARS.

ROSCO GAVE OVER TEN PILLS.

"YOU ARE A NUT CASE," SAID FRED TO SAM.



SAM HELD THE TEN PILLS IN HIS HAND.

SAM WAS HAPPY.

FRED WAS NOT HAPPY.

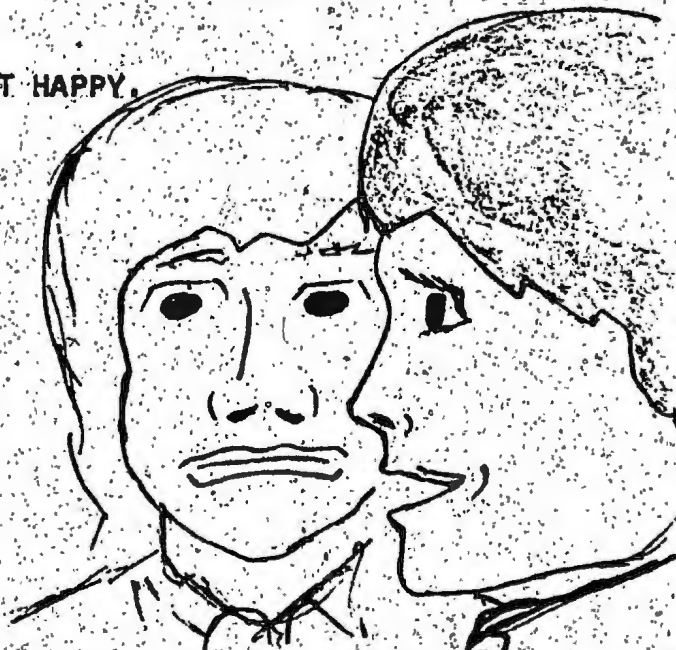
ROSCO WAS HAPPY.

"LET'S GO HOME AND TRY THEM," SAID SAM.

"YOU CAN, BUT NOT ME," SAID FRED, "I WANT TO KEEP OUT
OF THE NUTHOUSE."

ROSCO WAS HAPPY.

FRED WAS NOT HAPPY.



AT HOME SAM POPPED TWO RED PILLS.

AT FIRST SAM FELT SLEEPY.

FRED SAT BY BUT HE WAS NOT VERY HAPPY.

SAM FELT HOT ALL OVER.

THEN THE ROOM WENT SPINNING AROUND.

"I FEEL SICK," SAID SAM.

"HANG IN THERE," SAID FRED.

THE ROOM WENT SPINNING AROUND.



SAM FELT SICK.

HE SAW LIGHTS FLASHING - RED, WHITE, BLUE.

HE FELT BOMBS GOING OFF IN HIS HEAD.

THE ROOM WAS GOING ROUND AND ROUND.

"STOP IT," YELLED SAM. "STOP IT."

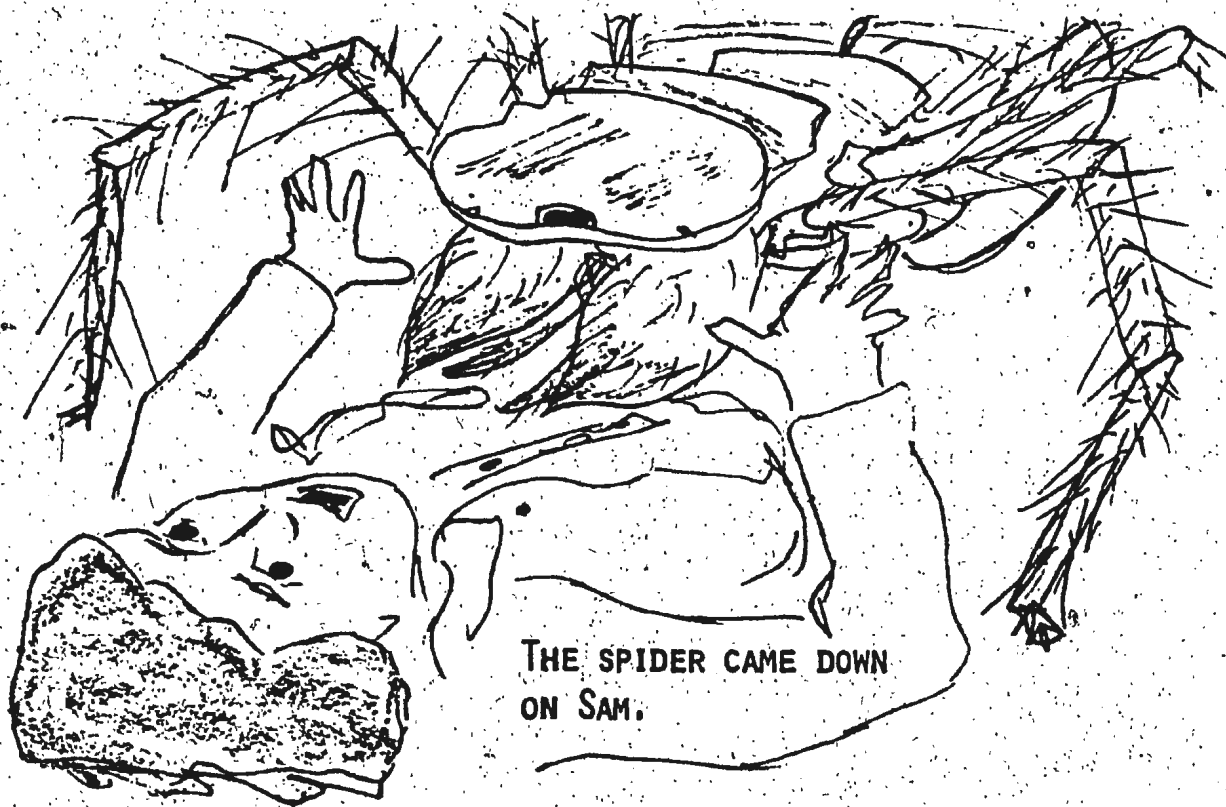
"COOL IT, SAM. COOL IT," SAID FRED, "YOU WILL
BE O.K. SOON."



BUT SAM WAS NOT O.K.
GUNS WERE GOING BANG, CRASH, BANG IN HIS HEAD.
SAM WAS ROLLING ON THE FLOOR.
FRED SAT ON HIM TO KEEP HIM DOWN.
SAM WAS RED HOT AND SCREAMING AND YELLING.
HIS HEAD WAS FULL OF FIRECRACKERS.
THE WHOLE ROOM WENT CRAZY.



THEN SAM SCREAMED IN TERROR.
HE SAW A BIG HAIRY SPIDER COMING AT HIM.
THE SPIDER FILLED THE ROOM.
IT WAS BLACK AND RED AND HAIRY.
IT CAME DOWN ON SAM AND HELD HIS ARMS ON THE FLOOR.
ITS RED MOUTH CAME CLOSER AND CLOSER.
"GET IT OFF, GET IT OFF," SCREAMED SAM;



THE SPIDER CAME DOWN
ON SAM.

"GET IT OFF," SCREAMED SAM.

"GET WHAT OFF?" SAID FRED.

FRED STAYED ON TOP OF SAM AND HELD HIM ON THE FLOOR.

SAM SAW THE SPIDER STILL THERE.

HIS HEAD WAS BANGING AND THE ROOM WAS SPINNING.

THEN IT ALL WENT BLACK.

FRED SAW THAT SAM HAD BLACKED OUT.

FRED HELD SAM
ON THE FLOOR.



IT WAS A LONG TIME LATER WHEN SAM WOKE UP.

SAM FELT ROTTEN.

FRED GOT HIM A HOT COFFEE.

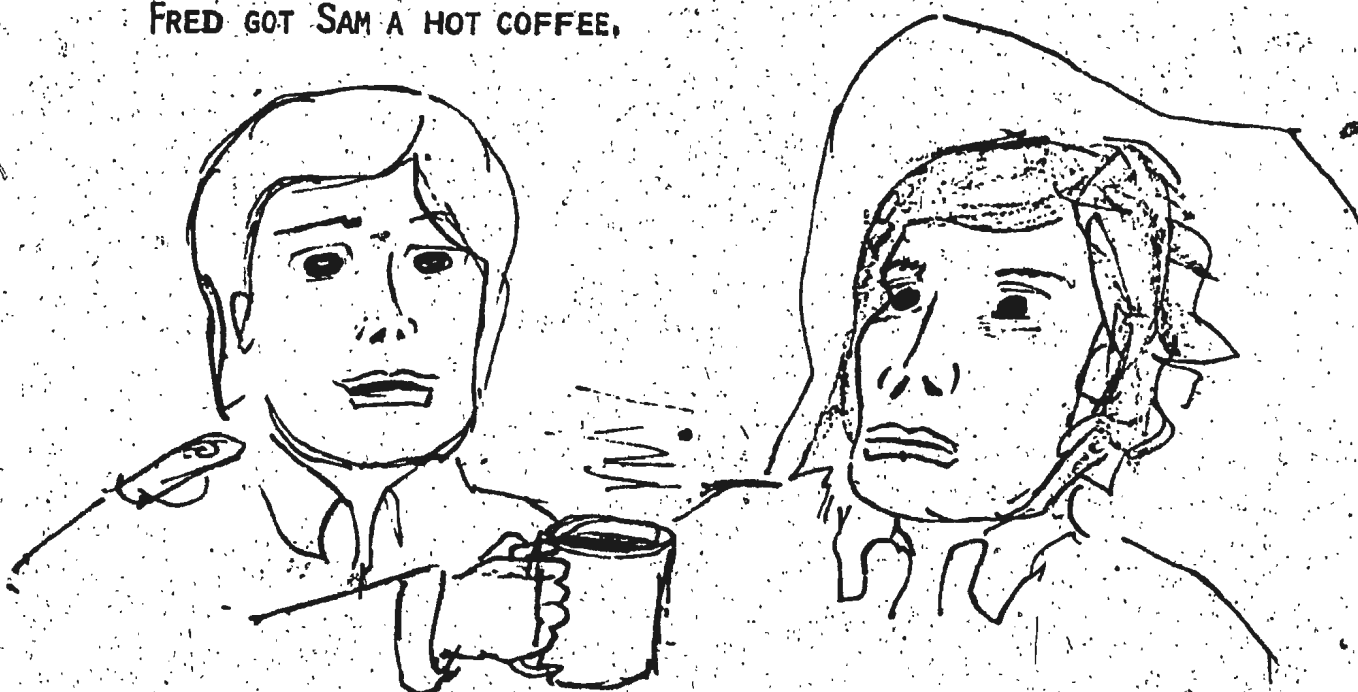
"TRY THIS," SAID FRED, "AND YOU'LL FEEL BETTER."

"WOW, DO I FEEL ROTTEN," SAID SAM.

"YOU WERE SCREAMING," SAID FRED, "YOU'RE LUCKY YOU CAN STILL THINK O.K."

"I'M GLAD I BLACKED OUT," SAID SAM.

FRED GOT SAM A HOT COFFEE.



THE NEXT DAY SAM AND FRED WERE BACK AT THE
POOL ROOM.

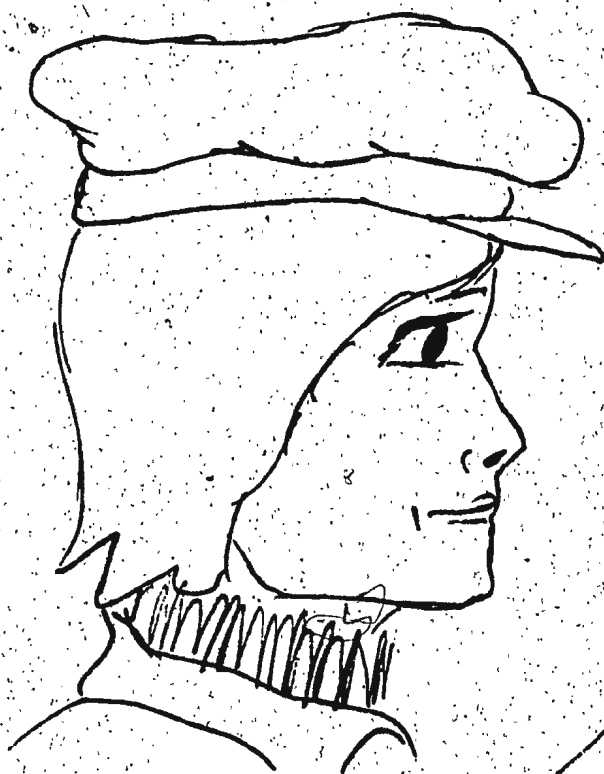
THEY GOT A TABLE AND SET IT UP FOR A GAME.

ROSCO WHITE CAME UP.

"HI SAM, HOW WERE THE PILLS?" HE SAID.

SAM'S FACE WENT RED THEN BLACK THE RED AGAIN.

"THEY JUST ABOUT KILLED ME," HE SAID.



ROSCO'S FACE WENT WHITE.

SAM'S FACE WENT BLACK.

ROSCO KNEW WHEN IT WAS TIME TO GO.

"YOU RAT FINK," YELLED SAM.

ROSCO TOOK OF OUT THE DOOR.

SAM TOOK OF AFTER HIM WITH HIS POOL CUE.

"I'LL BUST THIS OVER YOUR HEAD," HE YELLED.



FRED STOOD ALONE AT THE POOL ROOM DOOR.

ROSCO AND SAM WERE MILES AWAY.

FRED HAD A SMILE ON HIS FACE.

"WELL THERE GOES MY GAME OF POOL," HE SAID.



APPENDIX D

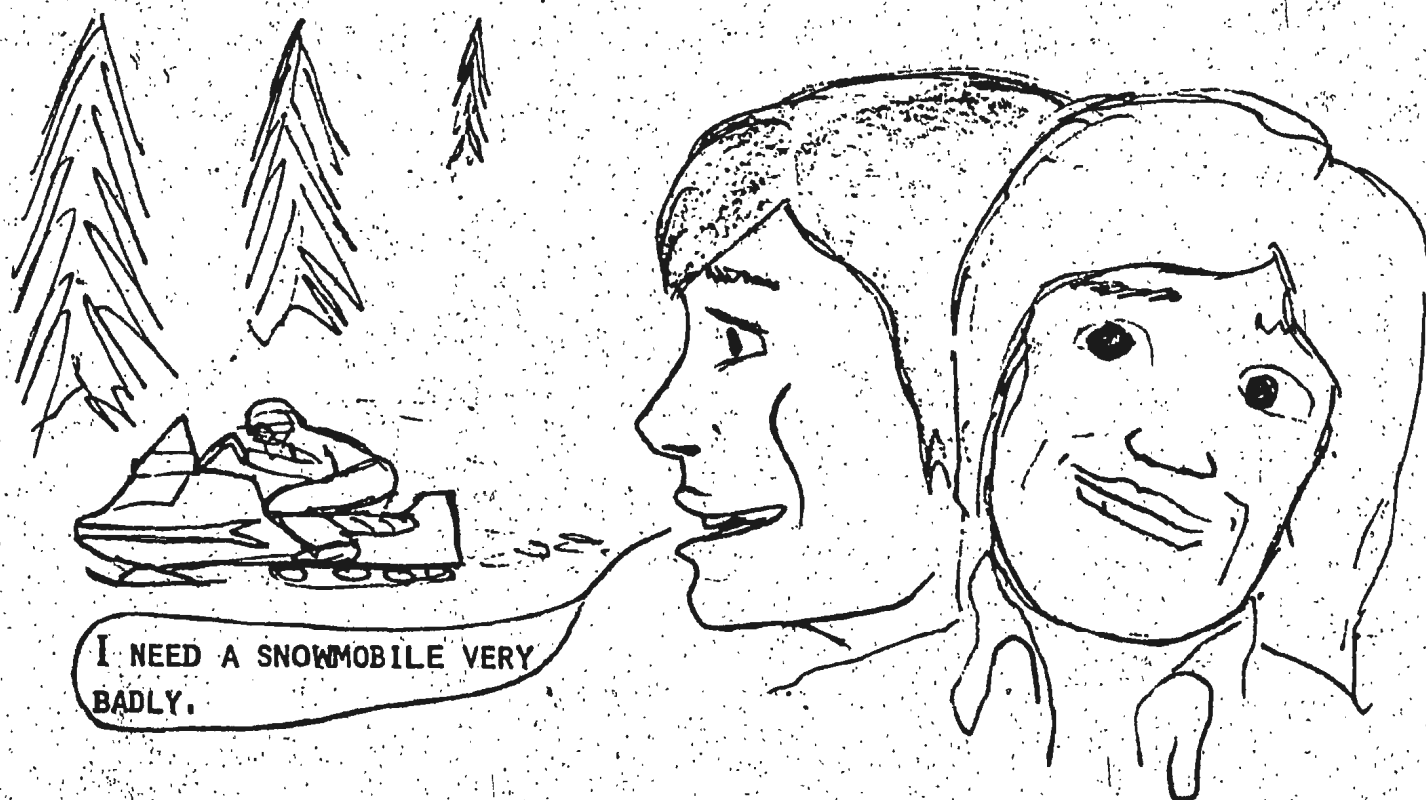
SAM AND FRED AND THE SNOWMOBILE

SAM AND FRED AND THE SNOWMOBILE.

WRITTEN AND ILLUSTRATED BY KEITH SCLATER.

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SAM AND FRED WENT OFF IN THE SNOW ONE DAY.
A MAN ON A BLUE AND RED SNOWMOBILE RODE BY.
HE WENT UP THE HILL AND OFF INTO THE TREES.
"I NEED A SNOWMOBILE VERY BADLY," SAID SAM.
"ONE THAT IS RED AND BLACK AND WILL GO FORTY MILES
AN HOUR," SAID FRED.



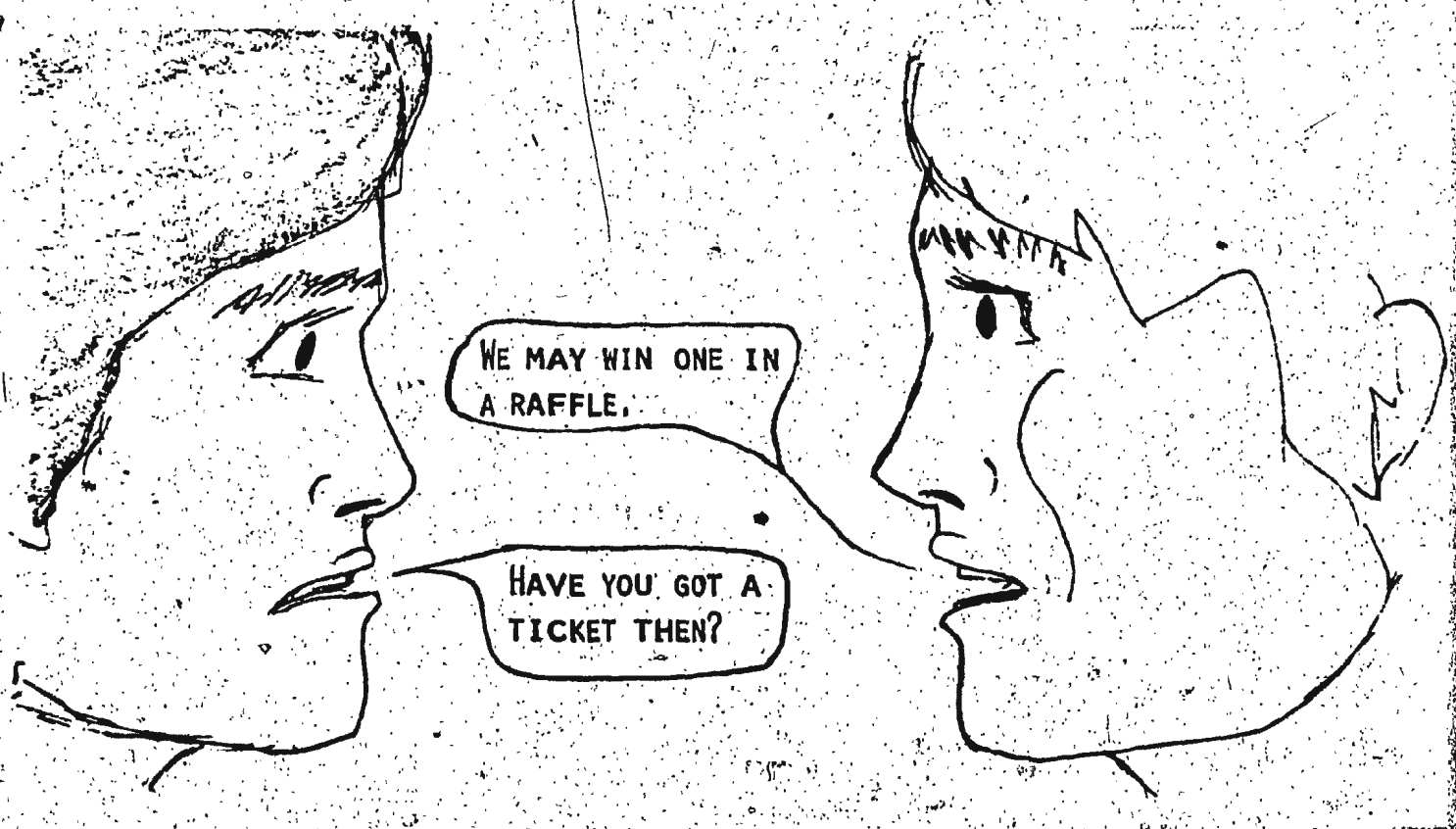
"HOW CAN WE GET A SNOWMOBILE WITH NO MONEY?" SAID SAM.

"WE CAN WIN ONE IN A RAFFLE," SAID FRED.

"HAVE YOU GOT A TICKET THEN?" SAID SAM.

"WELL," SAID FRED, "WHAT ABOUT THE WRECK AT GREEN'S GARAGE?"

SO SAM AND FRED WENT OFF TO SEE THE WRECKED SNOWMOBILE AT GREEN'S GARAGE.



WE MAY WIN ONE IN
A RAFFLE.

HAVE YOU GOT A
TICKET THEN?

BILL GREEN RAN GREEN'S GARAGE, AND HE DIDN'T LIKE THE IDEA. "THAT SNOWMOBILE IS A WRECK," HE SAID, "THE ENGINE IS WORN OUT AND THE WHOLE THING IS FULL OF RUST."

"BUT WE WANT TO GET IT AND FIX IT UP," SAID SAM, "HOW MUCH WILL YOU SELL IT FOR?"

"YOU CAN HAVE IT FOR FIFTY DOLLARS BUT I TELL YOU IT IS JUST A WRECK," SAID BILL GREEN.



THE ENGINE IS WORN OUT AND THE WHOLE THING IS FULL OF RUST.

"THERE IS JUST ONE PROBLEM," SAID FRED, "WE DON'T HAVE FIFTY DOLLARS."

"WELL THEN BUG OFF," SAID BILL, "AND STOP WASTING MY TIME."

"BUT WE CAN WORK FOR YOU AND PAY IT OFF THAT WAY," SAID SAM.

"WE CAN PUMP GAS TILL WE PAY FOR IT," SAID FRED.

"O.K. YOU HAVE A DEAL," SAID BILL, "BUT THAT SNOWMOBILE IS STILL A WRECK."



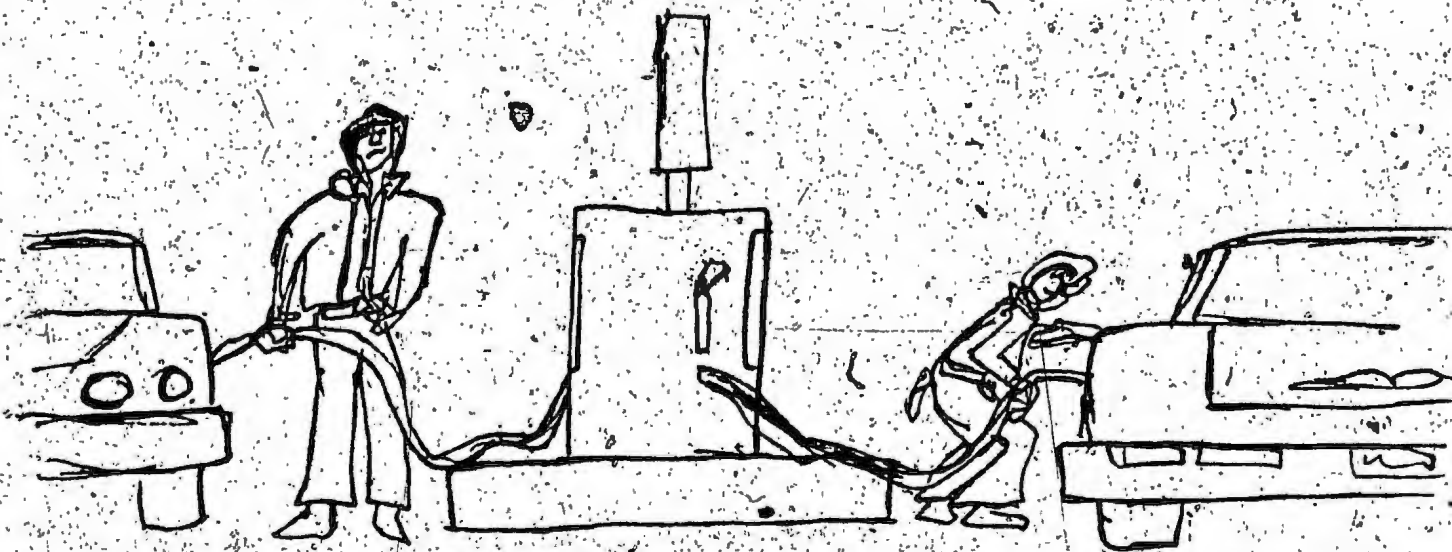
WE CAN WORK FOR YOU
AND PAY IT OFF THAT WAY.



WE CAN PUMP GAS TILL
WE PAY FOR IT.

SO SAM AND FRED PUMPED GAS TO BUY THE SNOWMOBILE.
THEY PUMPED GAS AFTER SCHOOL AND THEY PUMPED GAS AT
THE WEEKEND.

THEY PUMPED GAS FOR A LONG TIME.
AFTER FIVE WEEKS OF PUMPING GAS THEY HAD THE SNOWMOBILE
AND FIFTY DOLLARS MORE TO BUY SPARE PARTS.



SAM AND FRED PUMPED GAS AFTER SCHOOL AND AT THE WEEKENDS.

"NOW TO FIX IT UP," SAID SAM, "WHAT A WRECK IT IS."

SO SAM AND FRED TOOK IT ALL APART, NUTS AND BOLTS AND ALL.

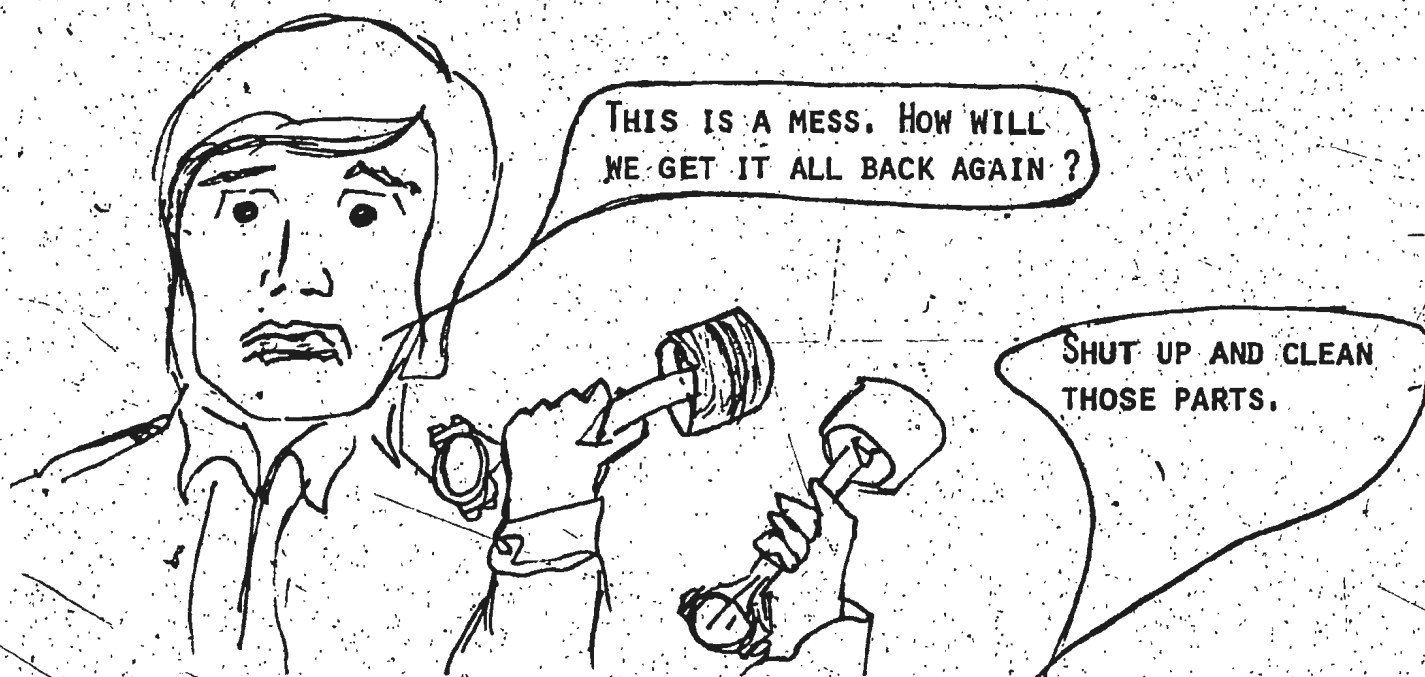
"THIS IS A MESS," SAID FRED, "HOW WILL WE GET IT ALL BACK AGAIN?"

"SHUT UP AND CLEAN THOSE PARTS," SAID SAM.

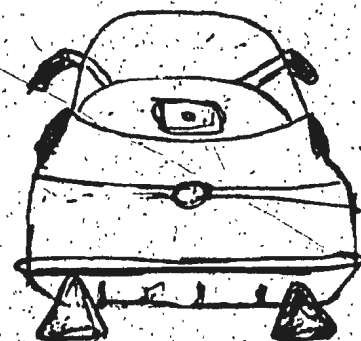
FRED AND SAM WORKED FOR A LONG TIME.

THEY CLEANED ALL THE PARTS AND TOSSED OUT THE BAD ONES.

THEY GOT NEW PARTS TO GO WHERE THE BAD ONES USED TO BE.



IN FOUR WEEKS IT WAS ALL DONE.
THE ENGINE RAN WELL AND THE BODY WAS FIXED.
SAM AND FRED MADE IT RED AND BLACK.
"CAN YOU RIDE ONE OF THESE?" SAID FRED.
"NO WAY, CAN YOU?" SAID SAM.
"NO WAY AT ALL," SAID FRED.



"WELL THEN, HOP ON THE BACK AND WE'LL GO," SAID SAM.

"YOU ARE A NUT CASE," SAID FRED.

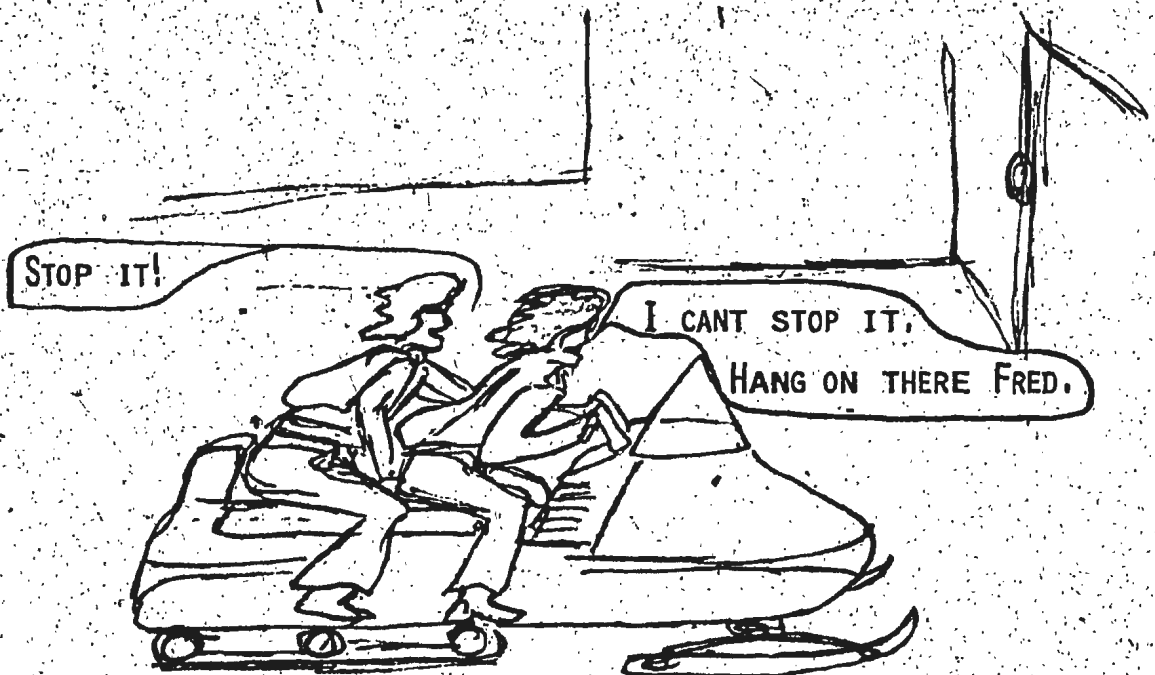
"HOP ON THE BACK AND I'LL MAKE IT GO," SAID SAM.

"O.K. BUT TAKE IT EASY," SAID FRED.

SAM AND FRED GOT ON AND THE SNOWMOBILE TOOK OFF WITH A BANG.

"STOP IT!" YELLED FRED AS HE HUNG ON THE BACK.

"I CAN'T STOP IT!" YELLED SAM, "HANG ON THERE FRED."



THE SNOWMOBILE WENT UP THE STREET AT THIRTY MILES PER HOUR.

"LET ME OFF!" YELLED FRED.

"IT WON'T STOP!" YELLED SAM.

A DOG BARKED AND RAN OFF FAST.

THE CATS RAN UP THE TREES AS FAST AS THEY COULD GO.

SAM AND FRED JUST MISSED A TRUCK, THEN A CAR, THEN A COP ON THE CORNER.

"HEY YOU GUYS STOP!" YELLED THE COP.



SAM AND FRED COULD NOT STOP. —

THE SNOWMOBILE WAS GOING RIGHT AT THE STORE.

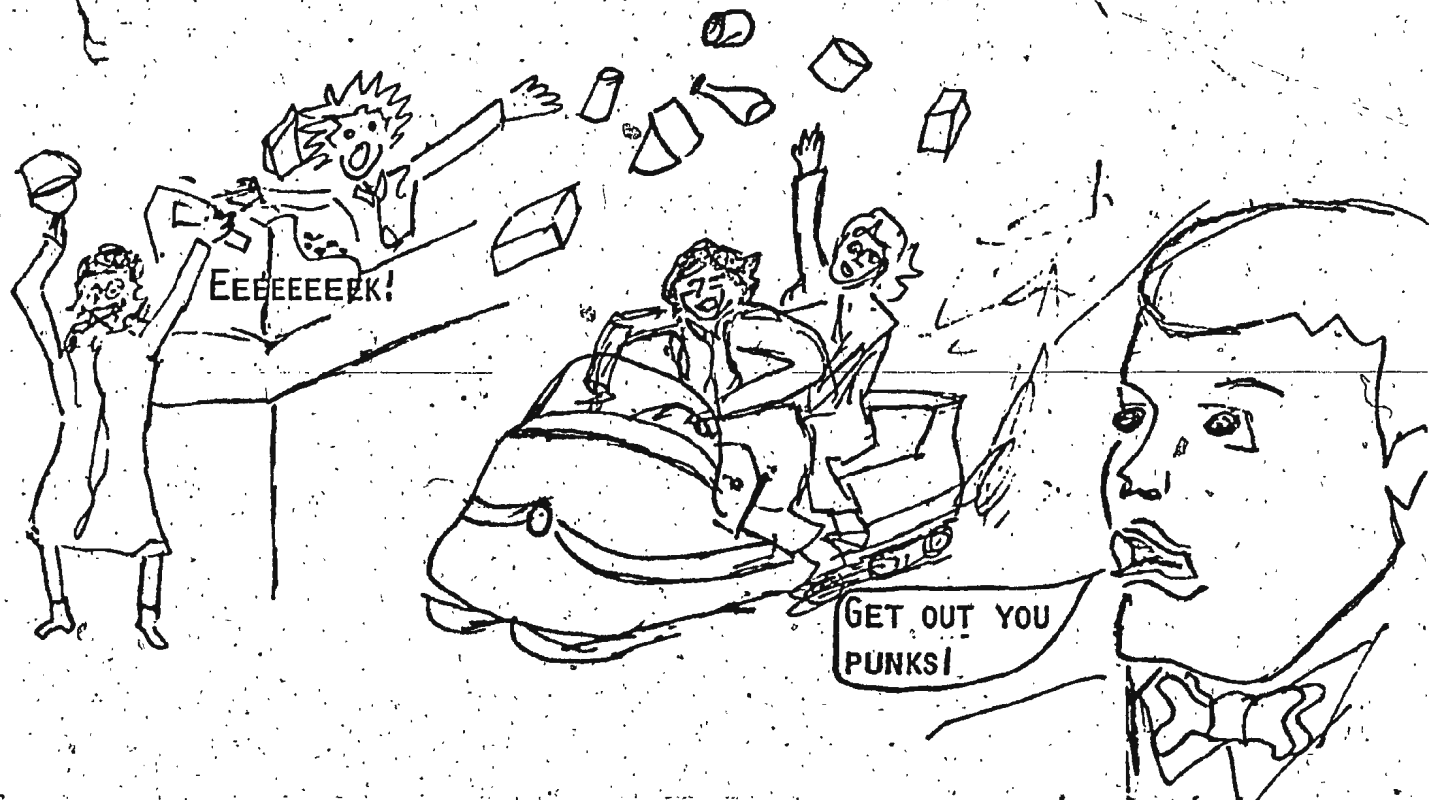
SAM AND FRED AND THE SNOWMOBILE WENT CRASH INTO THE
STORE DOOR.

THEY WENT CRASH THROUGH A CHECKOUT.

"EEEEEEEEK!" WENT A LADY.

"GET OUT YOU PUNKS!" YELLED THE MANAGER.

SAM AND FRED DID NOT HEAR AT ALL.



SAM AND FRED WENT CRASH INTO A STACK OF POTATO BAGS AND POTATOES WENT ALL OVER.

THEY WENT CRASH THROUGH THE FRUIT SECTION AND FRUIT WENT ALL OVER.

THEY WENT CRASH INTO SOME FLOUR BAGS AND FLOUR WENT ALL OVER.

"LET'S GET OUT OF HERE," YELLED FRED.

BUT SAM AND FRED COULD NOT GET OUT AND THE SNOWMOBILE WAS GOING CRAZY.



NOW THE COP WAS IN THE STORE.

THE COP AND THE MANAGER RAN AFTER SAM AND FRED AND THE SNOWMOBILE.

THE MANAGER GOT A HOLD ON THE BACK OF THE SNOWMOBILE AS IT WENT SMASH INTO A STACK OF CANS.

CANS WENT ALL OVER.

"STOP IT!" YELLED THE MANAGER.

"I CANT!" YELLED SAM.



THEN THE COP GOT ON THE SNOWMOBILE TOO.

"STOP IT!" HE YELLED.

BUT SAM COULD NOT STOP IT AND IT WENT RIGHT FOR A LITTLE OLD LADY.

"LOOK OUT LADY!" YELLED SAM.

BUT SHE DIDN'T LOOK OUT.

"JUMP LADY!" YELLED FRED.

BUT THE LITTLE OLD LADY JUMPED THE WRONG WAY AND LANDED ON THE FRONT OF THE SNOWMOBILE.



"STOP IT!" YELLED THE LADY.

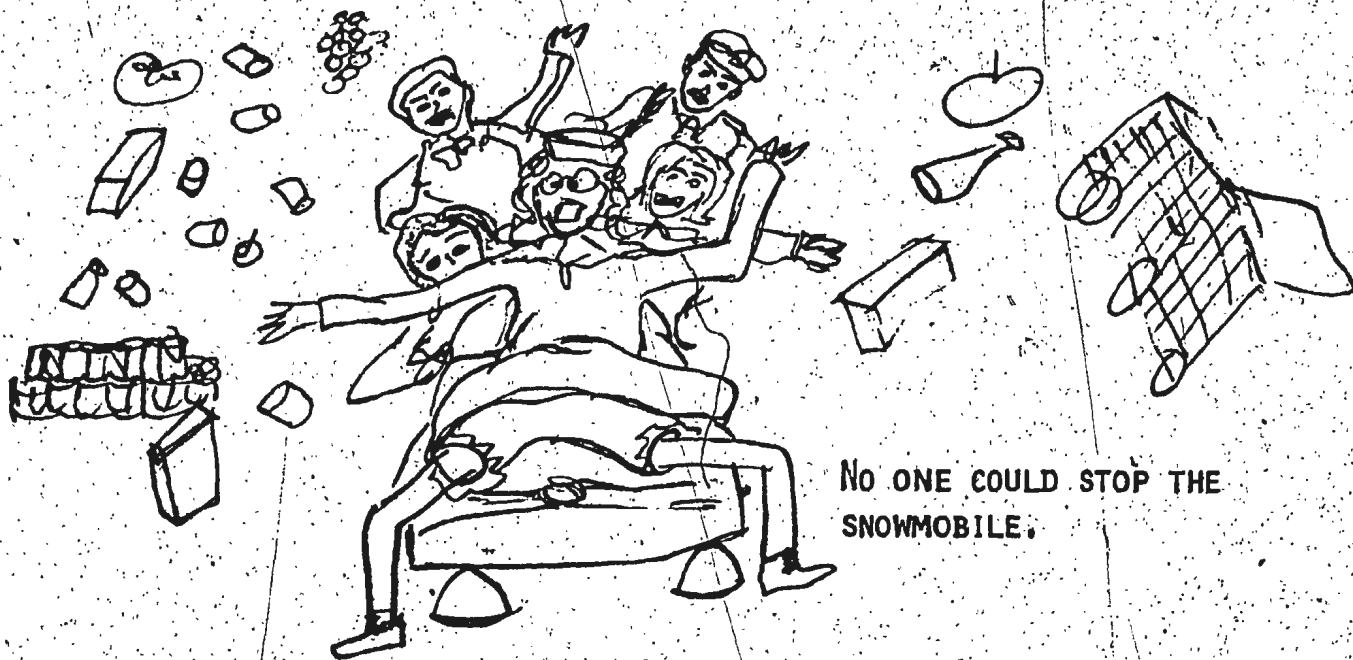
"STOP IT!" YELLED THE COP.

"STOP IT!" YELLED THE MANAGER.

"STOP IT!" YELLED FRED.

BUT NO ONE COULD STOP IT AND THEY ALL WENT SMASH INTO THE
EGG SECTION.

EGGS WENT ALL OYER - ALL OVER THE LITTLE OLD LADY AND THE COP
AND THE MANAGER AND SAM AND FRED.



NO ONE COULD STOP THE
SNOWMOBILE.

AFTER THE EGG SECTION THE SNOWMOBILE GAVE A SPUTTER AND
A BANG AND WENT STOP.

"WE MUST BE OUT OF GAS," SAID FRED.

"WE BETTER GET OUT OF HERE TOO," SAID SAM.

"NO WAY," SAID THE COP, "YOU GUYS HAVE A LOT TO PAY FOR."

SAM AND FRED LOOKED ROUND AT THE STORE.

IT WAS A MESS.

THERE WAS FRUIT AND SUGAR AND EGGS AND CARTS AND CANS ALL
OVER THE PLACE.



SAM AND FRED DID HAVE A LOT TO PAY FOR.
THEY TOLD THE MANAGER THEY WERE SORRY.
THEY TOLD THE COP THEY WERE SORRY.
THEY TOLD THE LITTLE OLD LADY THEY WERE SORRY.
BUT THEY STILL HAD A LOT TO PAY FOR.
THEY HAD TO PAY FOR ALL THE BROKEN EGGS AND THE MESS IN
THE STORE.
THEY HAD TO PAY FINES TOO - TWENTY DOLLARS EACH TO THE
COPS.



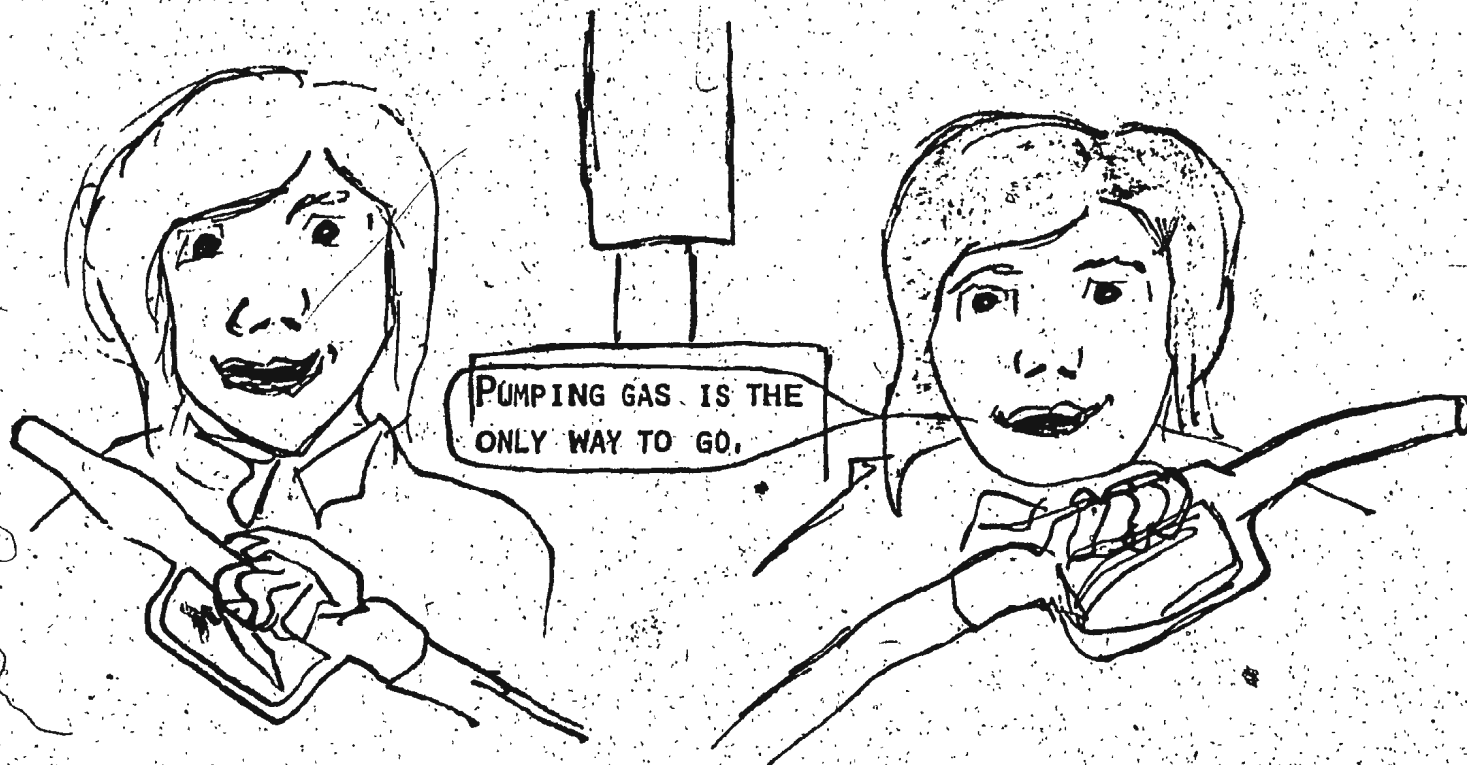
WE ARE
VERY SORRY.

SAM AND FRED HAD TO GET THEIR JOBS BACK AT GREEN'S GARAGE.
THEY HAD TO GET THE MONEY TO PAY FOR IT ALL.

"IF THERE'S ONE JOB THAT IS NICE AND QUIET IT IS PUMPING
GAS," SAID FRED.

"I AGREE," SAID SAM, "PUMPING GAS IS THE ONLY WAY TO GO."

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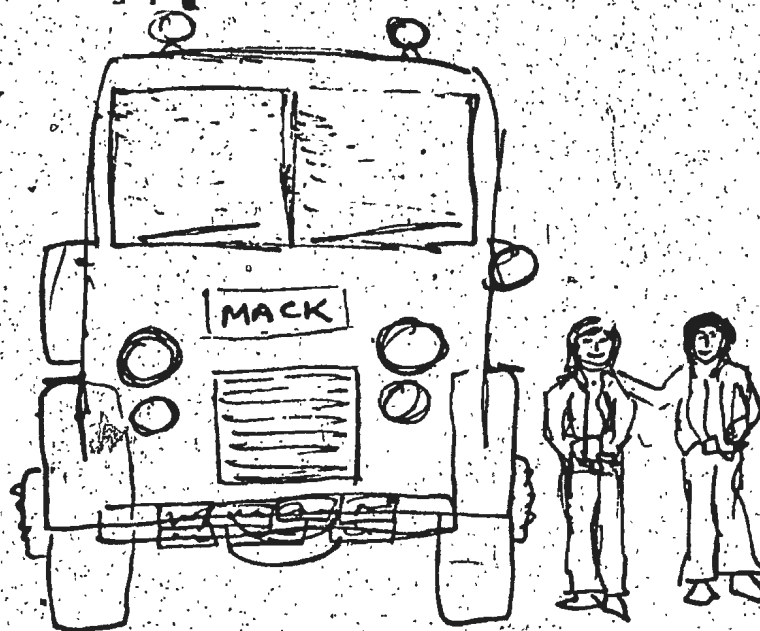
APPENDIX E

SAM AND FRED AND THE BIG RIG

CAM AND FRED AND THE BIG RIG.

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SAM AND FRED LIVED ON BROWN STREET.
ON THE SAME STREET LIVED A MAN WITH A BIG RIG.
THE RIG WAS A MACK TRUCK WITH SIX SETS OF BIG WHEELS.
SAM AND FRED LIKED THE BIG MACK AND WANTED TO RIDE
IN ONE IF THEY GOT THE CHANCE.



THE BIG MACK AND SAM AND FRED.

THE MAN WITH THE RIG WAS BART BLACK.
BART NEVER SPOKE MUCH.
BART NEVER EVER SPOKE TO SAM AND FRED.
SAM AND FRED NEVER SPOKE TO BART.
BART BLACK WAS A REAL MEAN GUY.
HE WAS AS MEAN AS THEY COME.



BART BLACK WAS A
REAL MEAN GUY.

THE ONLY THING BART LOVED WAS HIS MACK TRUCK.

SAM AND FRED STOOD BY AS HE WIPED THE CABIN WITH A RAG.

"CAN WE GO WITH YOU FOR A RIDE?" SAID FRED.

"BUG OFF KID," SAID BART.

"WE CAN HELP YOU CLEAN IT?" SAID SAM.

"I TOLD YOU KIDS TO BUG OFF," SAID BART.



"I WANT TO RIDE IN THAT BIG RIG," SAID SAM TO FRED.

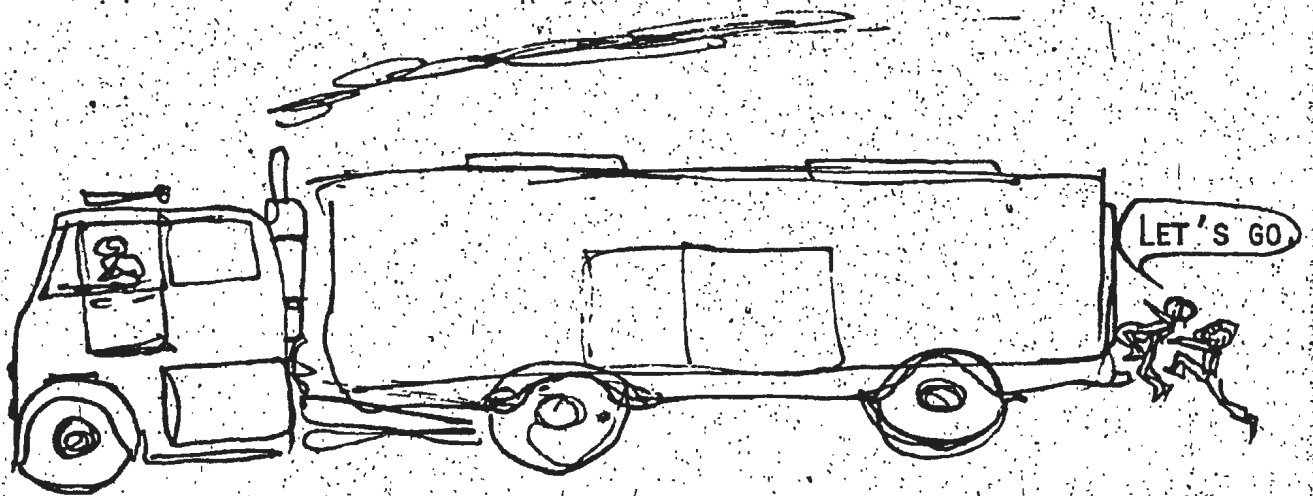
"SO DO I," SAID FRED.

"WHEN HE GOES WE CAN JUMP ON THE BACK," SAID SAM.

JUST THEN BART STARTED UP THE MACK AND BLACK SMOKE
CAME OUT THE BACK.

"LET'S GO," YELLED SAM.

"LET'S GO," YELLED FRED.



SAM AND FRED MADE A GRAB FOR THE BACK DOOR HANDLES.

"YIPPEE," YELLED FRED.

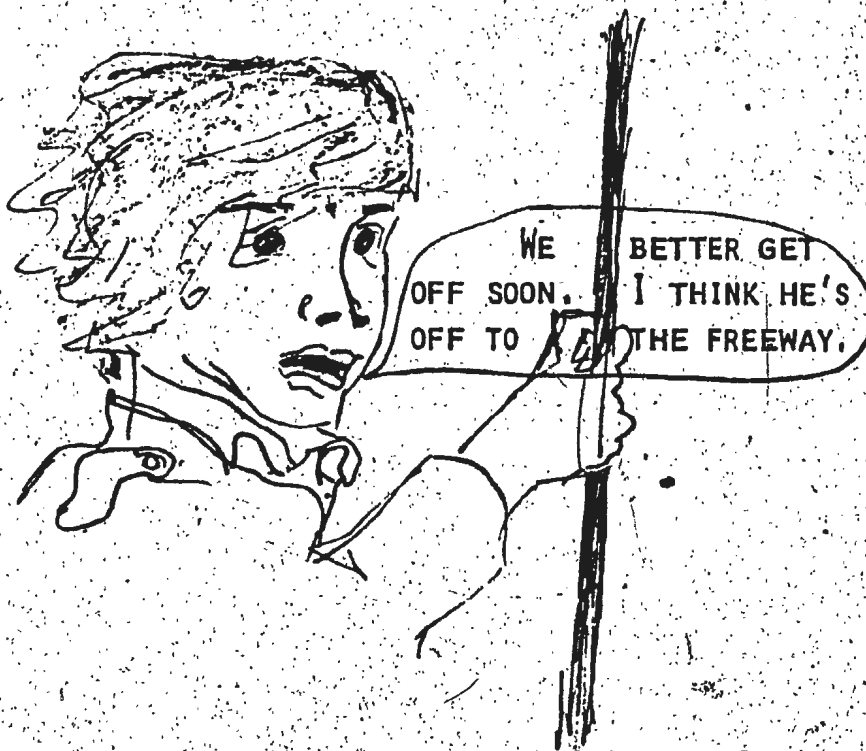
"YIPPEE," YELLED SAM.

BART DROVE THE RIG SLOWLY AT FIRST.

HE WAS OFF TO THE FREEWAY TO OPEN IT UP.

"HANG ON SAM," YELLED FRED.

"WE BETTER GET OFF SOON," YELLED SAM, "I THINK HE'S OFF
TO THE FREEWAY."



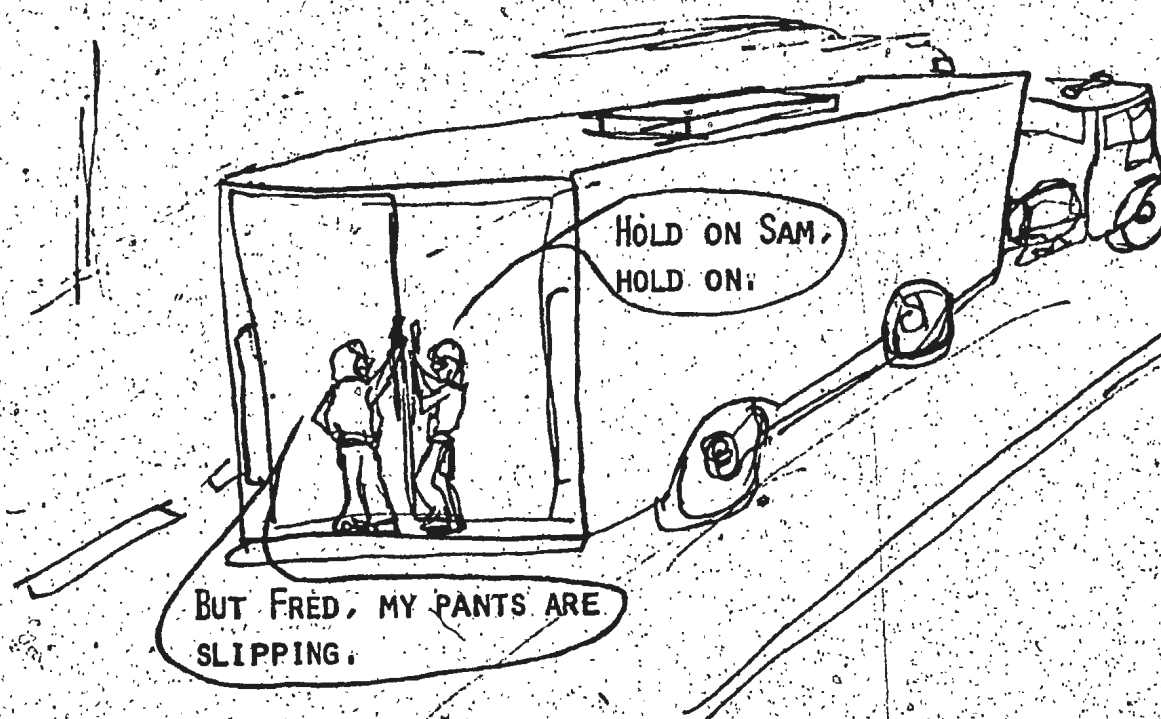
"HOLY SMOKE," YELLED FRED, "WE CAN'T GET OFF NOW HE'S GOING TOO FAST."

"BUT FRED, MY PANTS ARE SLIPPING," YELLED SAM.

"HOLD ON SAM, HOLD ON," YELLED FRED.

BART AND THE MACK TRUCK AND SAM AND FRED WERE NOW ON THE FREEWAY.

BART HAD TAKEN THE MACK OUT FOR A TEST RUN BUT HE DIDN'T KNOW THAT SAM AND FRED WERE ON THE BACK.



BART LET THE RIG GO.

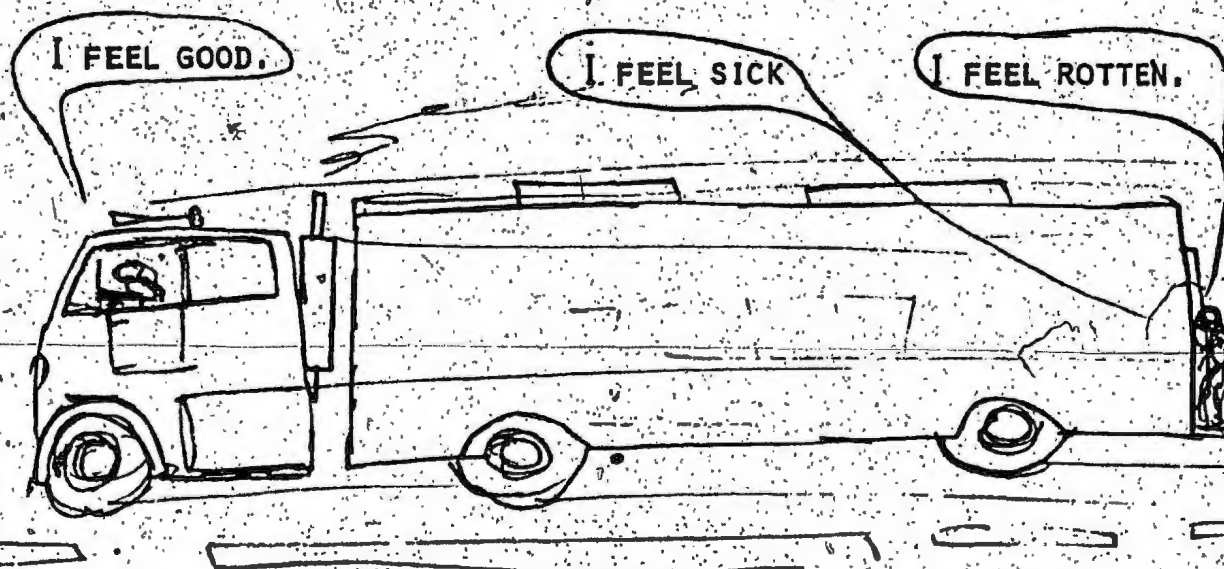
THE MACK WENT UP TO FORTY, FIFTY, SIXTY MILES PER HOUR.

ON THE BACK SAM AND FRED WERE FEELING SICK.

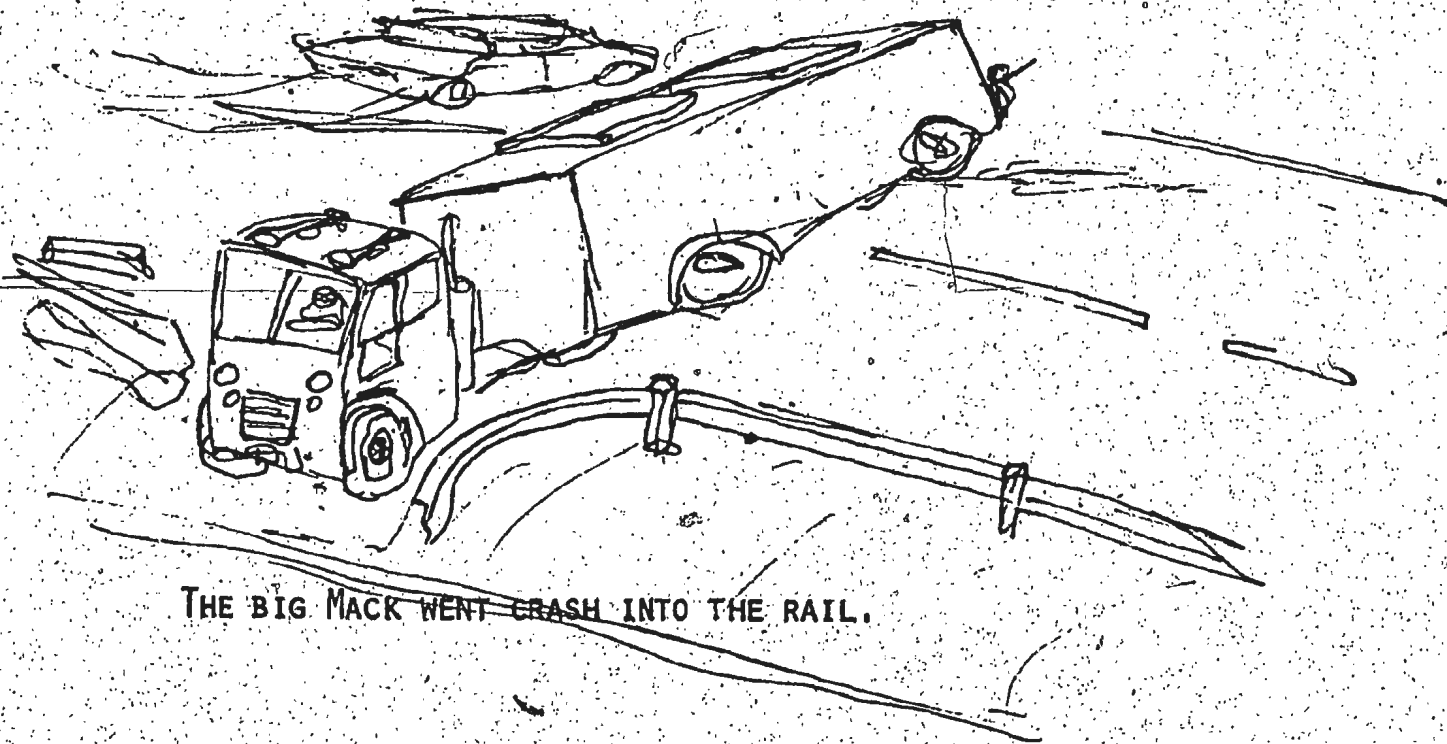
"I FEEL SICK," SAID SAM.

"I FEEL ROTTEN," SAID FRED.

"I FEEL GOOD," SAID BART TO HIMSELF AS HE DROVE THE RIG
TO THE SPEED LIMIT.



JUST THEN THERE WAS A BIG BANG.
THE LEFT TIRE ON THE FRONT WHEEL HAD BLOWN OUT.
THE STEERING WHEEL SPUN IN BART'S HAND AND THE RIG WENT WILD.
THE BIG MACK WITH SAM AND FRED STILL ON THE BACK WENT ALL
OVER THE FREEWAY.
IT WENT FOR THE EDGE OF THE FREEWAY, WENT CRASH INTO THE
RAIL AND ROLLED OVER INTO THE DITCH.



THE BIG MACK WENT CRASH INTO THE RAIL.

AS THE TRUCK ROLLED OVER SAM AND FRED WENT UP INTO THE AIR.
WITH GOOD LUCK SAM AND FRED LANDED ON SOFT GRASS.

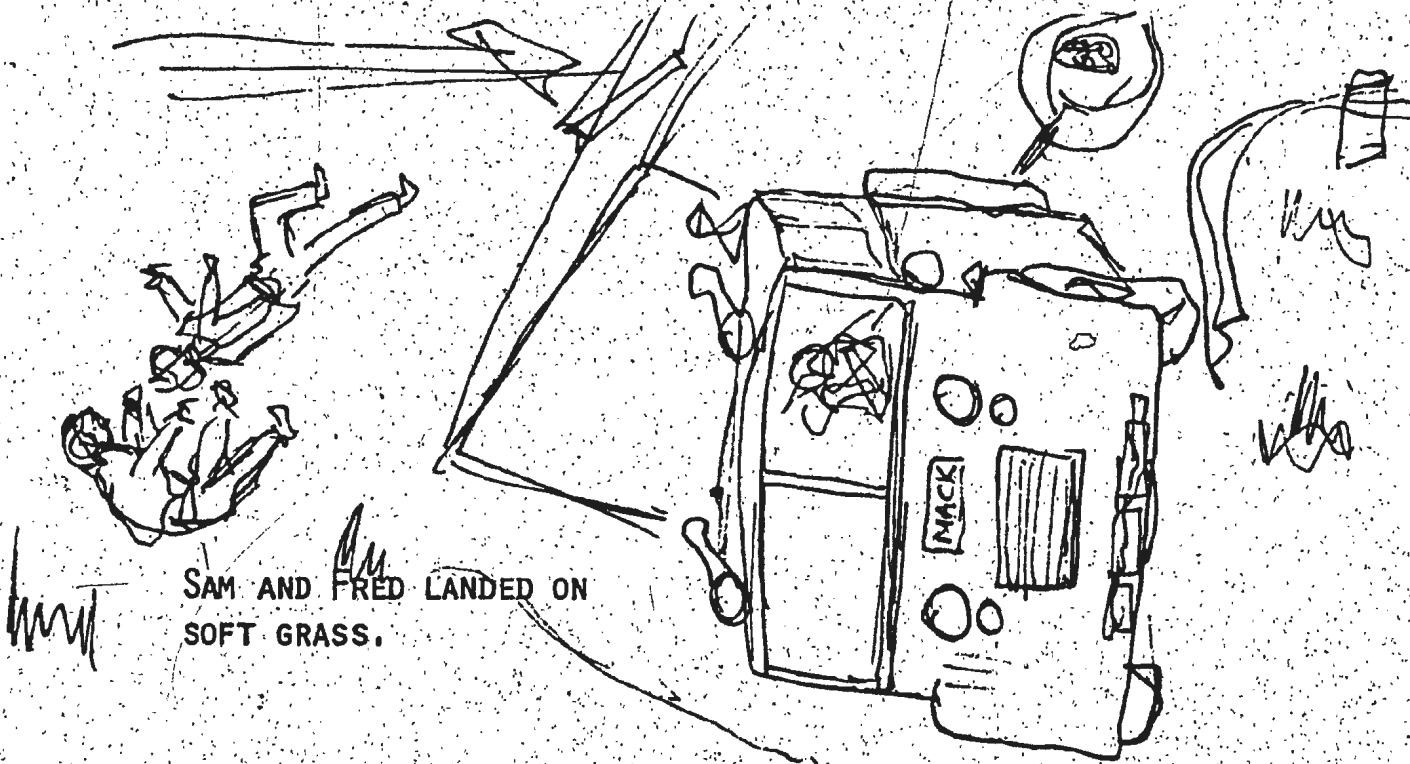
SAM LANDED ON HIS BACK CRUMP.

FRED LANDED ON SAM CRUMP.

SAM FELT DIZZY, FRED FELT SICK.

BART BLACK FELT BAD TOO.

BART WAS STUCK BEHIND THE WHEEL IN THE CABIN OF THE TRUCK.



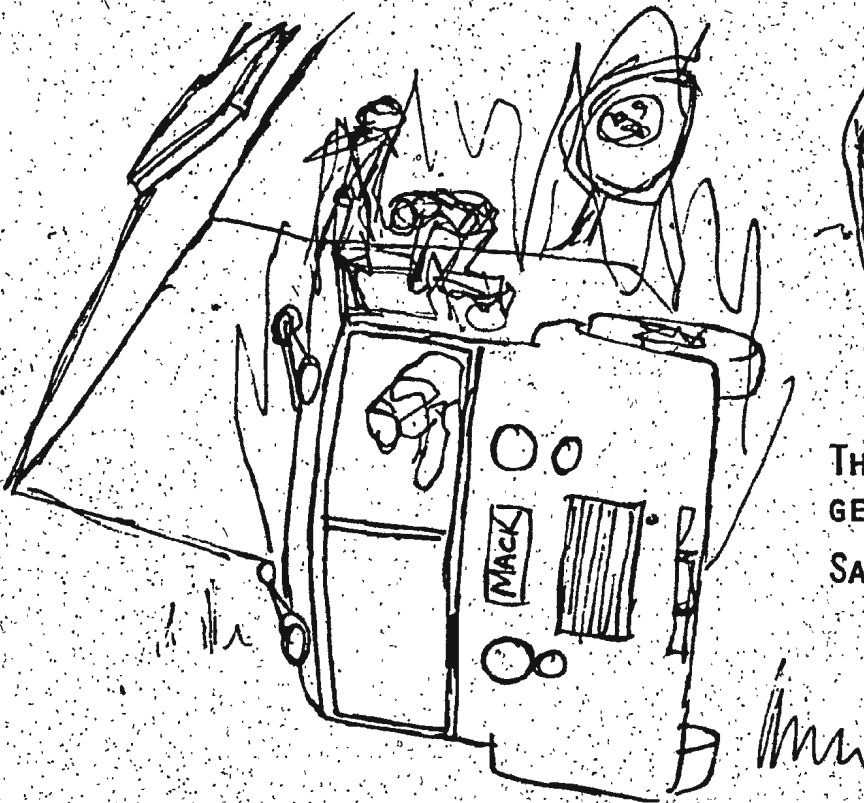
SAM AND FRED LANDED ON
SOFT GRASS.

JUST THEN THERE WAS A BIG BANG AND FLAMES WENT UP IN THE AIR.
THE GAS TANK BEHIND THE CABIN WAS ON FIRE.

"WHERE IS BART?" SAID FRED.

"HE MUST STILL BE IN THE CABIN," SAID SAM.

SAM AND FRED GOT ON TOP OF THE CABIN AND PULLED AT THE DOOR.
THE DOOR WAS STUCK AND RED AND YELLOW FLAMES WERE GETTING
VERY CLOSE TO SAM AND FRED.



THE FLAMES WERE
GETTING CLOSE TO
SAM AND FRED.

"WE MUST GET BART OUT BUT WE CAN'T STAY HERE," YELLED SAM.

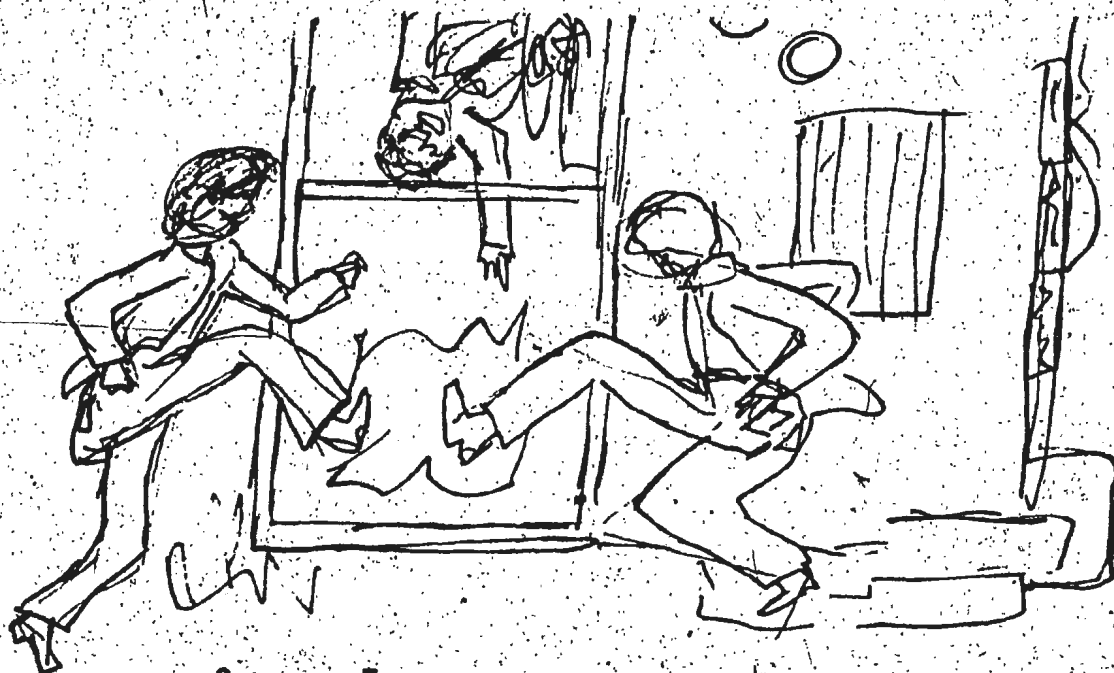
SAM AND FRED HAD TO JUMP OFF.

THE FIRE WAS GETTING VERY HOT.

"THAT GAS TANK WILL BLOW UP SOON AND WE'LL ALL BE KILLED," SAID FRED.

"WE'VE GOT TO GET BART OUT," SAID SAM, "TRY KICKING IN THE GLASS."

SO SAM AND FRED KICKED ALL THE GLASS OUT OF THE CABIN.



SAM AND FRED KICKED ALL THE GLASS OUT.

SAM AND FRED CREPT INTO THE CAB.

IT WAS FULL OF SMOKE AND VERY HOT.

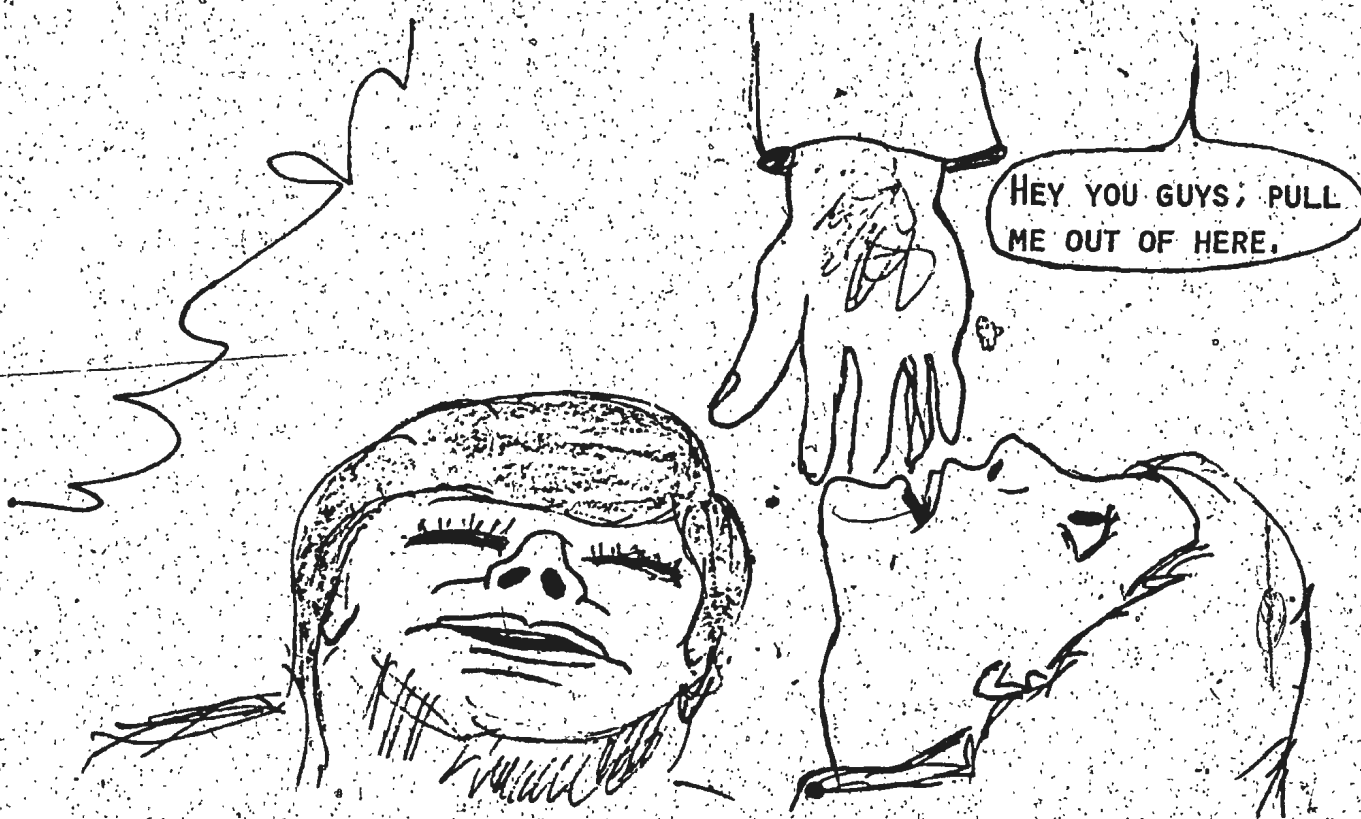
THEY SAW BART ABOVE THEM STILL STUCK BEHIND THE WHEEL.

"HEY YOU GUYS," YELLED BART, "PULL ME OUT OF HERE."

SAM GOT A LEG AND FRED GOT AN ARM AND THEY BOTH PULLED.

BART PUSHED AT THE SAME TIME.

BART SOON CAME FREE AND THEY ALL CRASHED DOWN.



SAM AND FRED AND BART GOT OUT OF THE CABIN AND RAN OFF
JUST IN TIME.

THERE WAS A BIG BANG AND THE GAS TANK BLEW UP.

THE CAB WAS ALL IN FLAMES AND THE TRUCK WAS BURNING ALL OVER.

"HOLY SMOKE," SAID BART, "YOU TWO GUYS SAVED MY LIFE."

HE GAVE SAM A BIG PAT ON THE BACK AND SAM FELL OVER.

HE GAVE FRED A BIG PAT ON THE BACK AND FRED FELL OVER.



"HOW CAN I PAY YOU BACK FOR SAVING MY LIFE?" SAID BART.

"WELL," SAID FRED, "CAN WE RIDE WITH YOU IN THE NEXT TRUCK YOU GET ? IN THE CABIN ?"

"SURE THING," SAID BART, "BUT WHAT DO YOU MEAN - IN THE CABIN ?"

"WELL," SAID FRED, "IT'S A REAL DRAG RIDING ON THE BACK."

"WHAT!" YELLED BART AS HIS FACE WENT RED.

SAM AND FRED GOT SET TO RUN.



BART WAS NOT MAD FOR TOO LONG.

"SO THAT'S HOW YOU GUYS GOT TO BE HERE," HE SAID.

BART GAVE SAM AND FRED A BIG BEAR HUG.

"YOU GUYS CAN RIDE WITH ME ANYTIME," HE SAID, "WHAT DO YOU SAY TO THAT?"

"AAAAAARRRRGGGGHHHH," SAID SAM.

"UUUUUUURRRRRGGGGHHHH," SAID FRED.

